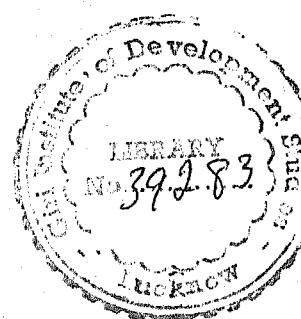
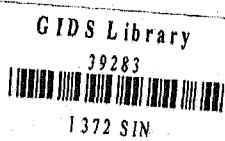


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**MONITORING AND EVALUATION OF
SARVA SHIKSHA ABHIYAN
DISTRICT- LAKHIMPUR KHERI
UTTAR PRADESH**



Submitted to the
Ministry of Human Resource Development, New Delhi



By

Y.P. Singh

**Giri Institute of Development Studies
Sector O, Aliganj Housing Scheme
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Our Thanks to:

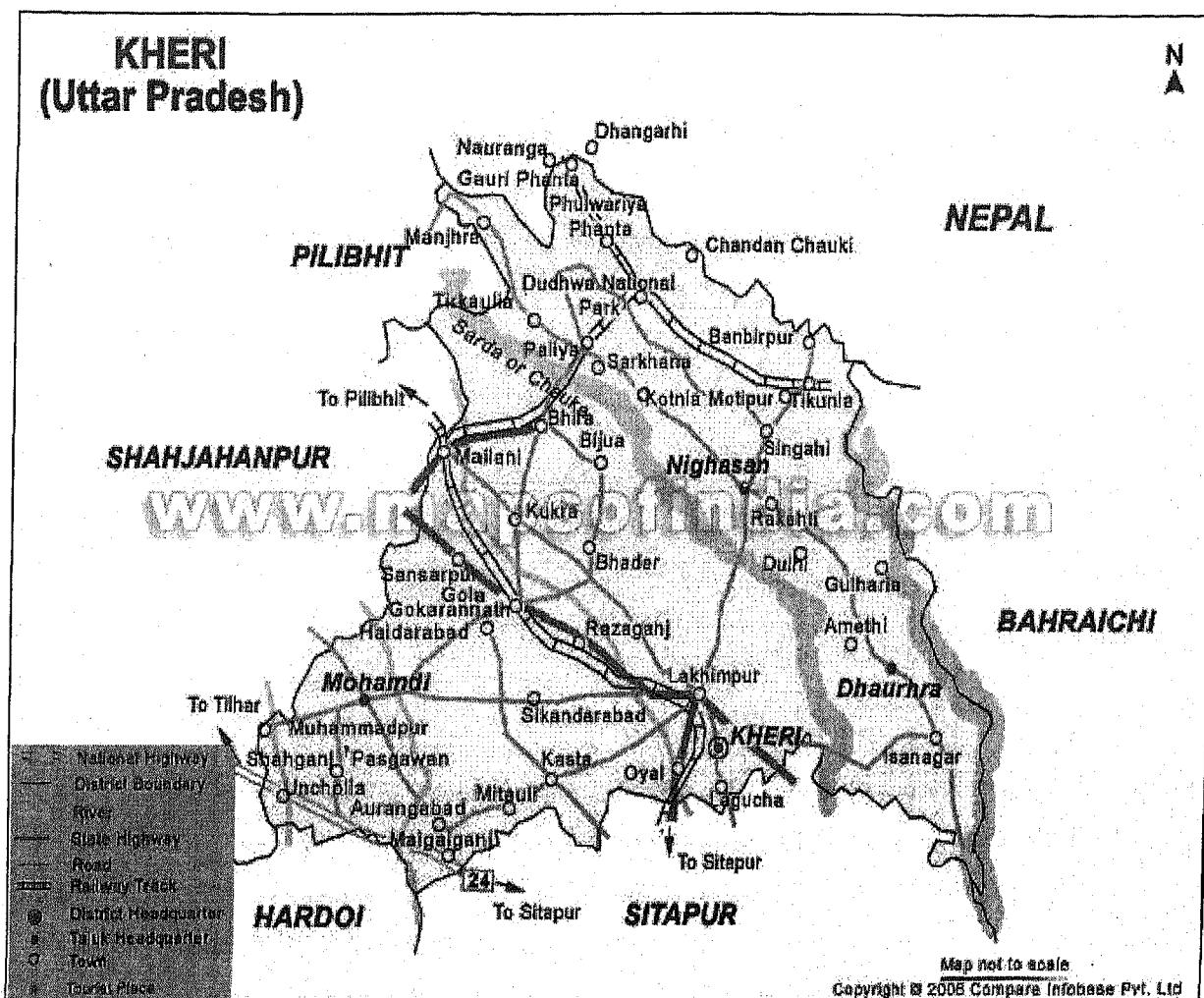
1. Our Survey Team

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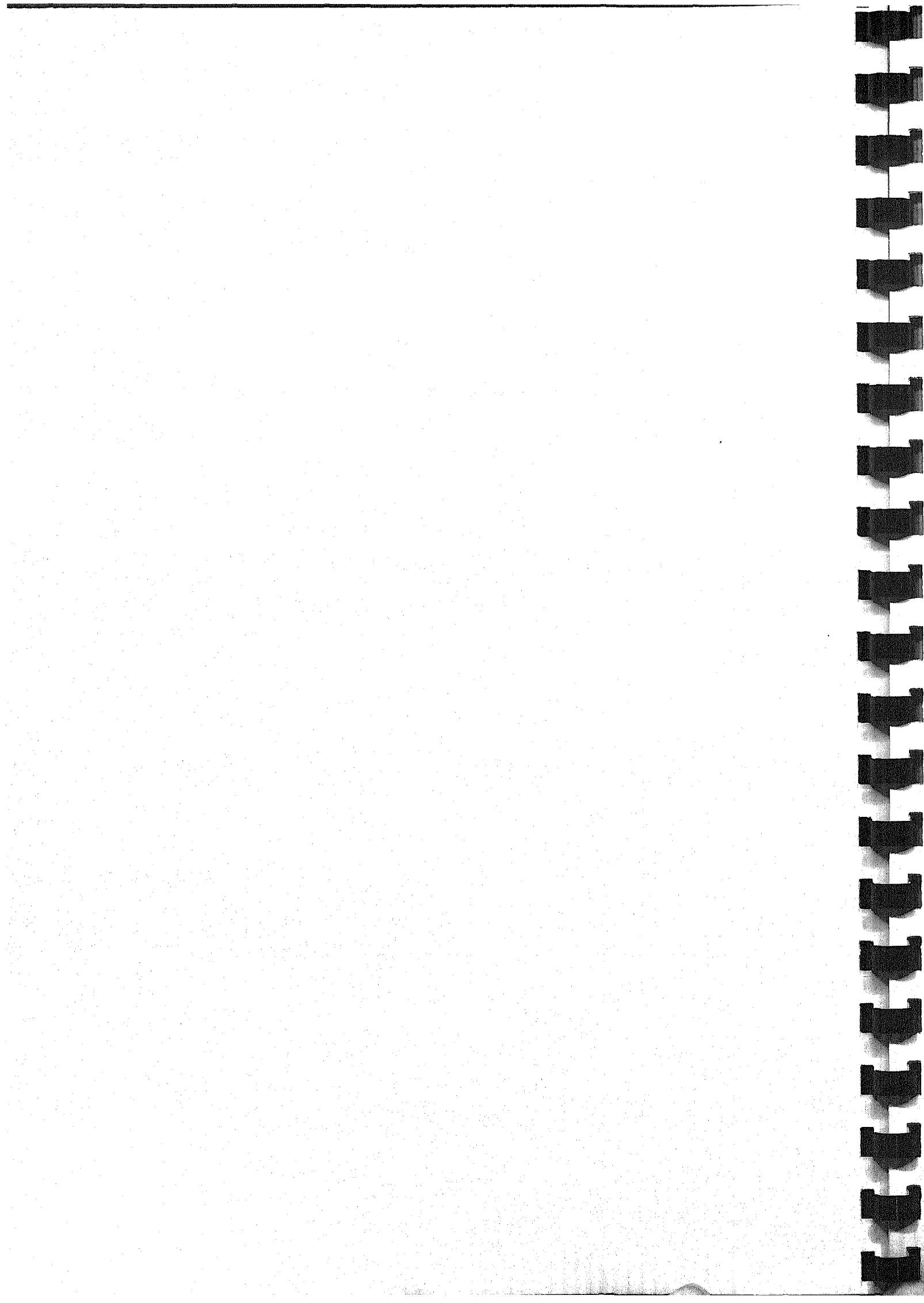
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DISTRICT MAP: LAKHIMPUR KHERI



Source: www.mapsofindia.com



EXECUTIVE SUMMARY

Sarva Shiksha Abhiyan (SSA) is an effort to universalize elementary education by community ownership of the schooling system. It is a response to the demand for providing good quality basic education all over the country. The SSA Programme is also an attempt to provide an opportunity for improving human capabilities of all children through provision of community owned quality education in a mission mode. The SSA aims to provide useful and relevant elementary education for all children in the age group of 6 to 14 years by 2010. There is also another goal to bridge social, regional and gender gaps, with the active participation of the community in the management of schools.

Scope of Work

The Programmes to be covered include:

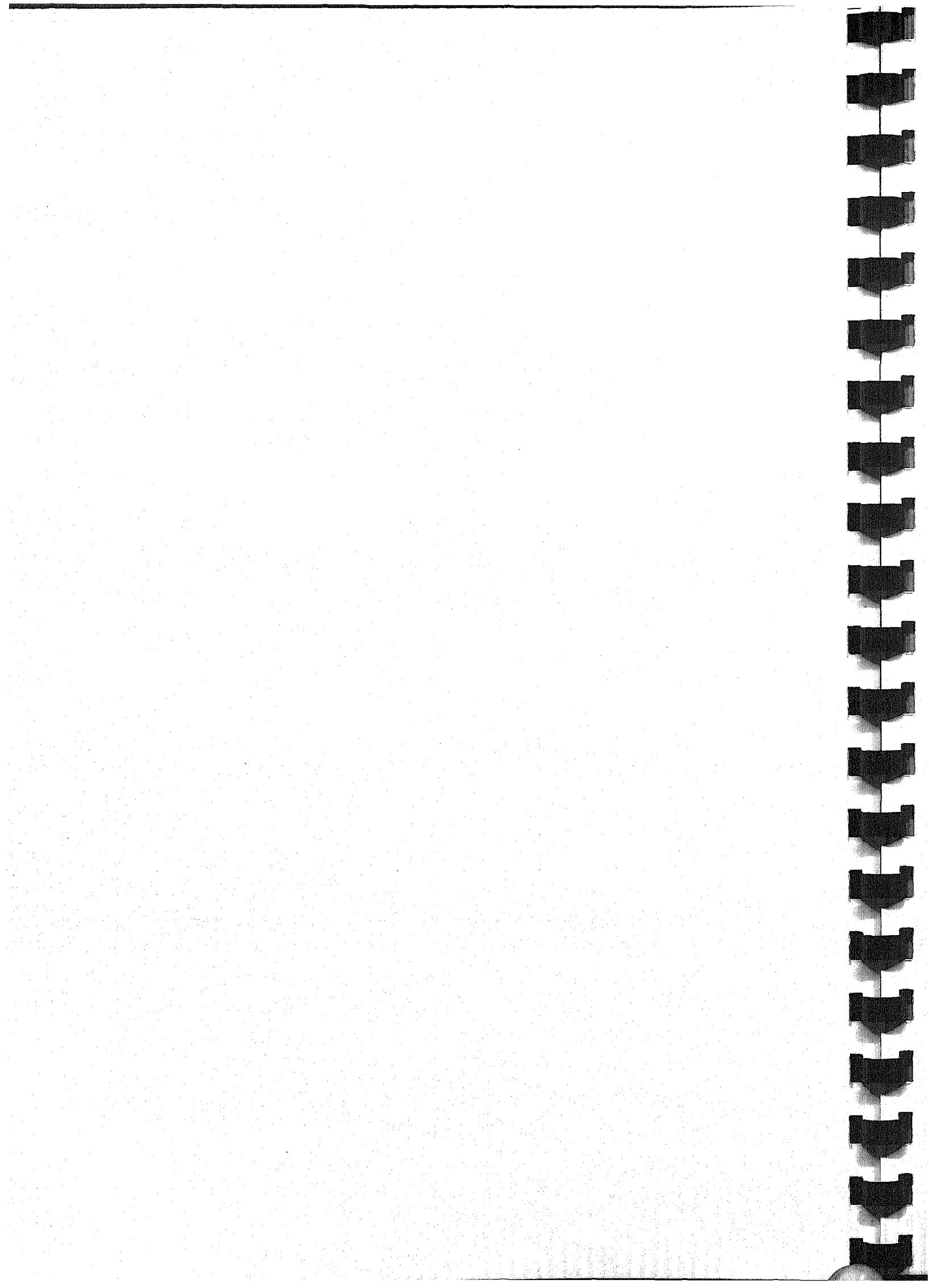
- (i) Sarva Shiksha Abhiyan
- (ii) Achievement Level of Primary and Upper Primary Schools
- (iii) Mid-Day Meal Scheme
- (iv) Kasturba Gandhi Balika Vidyalaya
- (v) National Programme for Education of Girls at Elementary Level
- (vi) EGS, AIS, Madarsa and Bridge Courses
- (vii) Alternative Schooling etc.

Sampling and Methodology

From each district a sample of 5 per cent of schools has been selected and these include primary and upper primary schools, Kasturba Gandhi Balika Vidyalaya, EGS, AIE and Maktabh Madarsas. In all cases where the total number of schools of any one category was too small at least one school of each type has been taken. It has also been ensured that the size of total sample covering all categories of schools is a minimum of 100.

The District Lakhimpur Kheri situated in Central region of Uttar Pradesh is administratively formed by fifteen Development Blocks. As per information gathered from the BSA Office, there were 2340 Primary Schools and 1113 Upper Primary Schools spread over in different rural and urban areas of the district. In addition to these formal schools, the educational opportunity to children was also being provided through the expansion of 150 NPEGEL, 26 Madarsas, 74 EGS, 83 AIE, 40 NRBC, 4 RBC and 11 Kasturba Gandhi Vidyalaya in different areas of the district.

Out of fifteen blocks, we have selected four development blocks and one urban area from the district. Random sampling method was used to select primary and upper



primary schools. A total sample was 196 out of which 117 primary and upper primary schools, 8 NPEGEL, 2 Madarsas, 4 EGS, 5 AIE, 2 NRBC, 1 RBC and 1 Kasturba Gandhi Schools were selected for our study.

It was also important to collect other relevant information from the BSA office of the district. It includes structure and functioning of SSA staff which is involved in the programme implementation.

Main Findings

- 100 primary and 151 upper primary schools were sanctioned during 2008-09.
- Only around 64 and 49 per cent of the sanctioned posts of teachers were filled in the primary and upper primary schools respectively. Thus, there is a wide gap in actual appointment and desired strength of teachers.
- The achievement for training provided to teachers fell much below the targeted figure in both type of schools.
- Enrolment of children in the age group of 6-11 and 11-14 years was also below the actual population of children in the respective age group particularly in 11-14 age category (only 43 per cent enrolment).
- Additional class rooms were sanctioned in primary and upper primary schools and target achievement was above 60 per cent.
- In almost all schools grants were released on time.
- In both EGS/AIE centres the targets were fully achieved.
- Enrolment target for EGS/AIE was not fixed in the district so achievement could not be assessed.
- Majority of EV's (63 per cent) hold the minimum eligibility qualification (High School).
- Barely 5 per cent of CWSN cases were provided different aids.
- Targets fixed for NPEGEL were achieved.
- Target fixed for KGVB achieved.
- Staff of KGVB is below the desired level.
- BSA office has shortage of District Coordinators.
- There is urgent need to ensure that sanctioned posts of teachers in new primary and upper primary schools must be filled at an early date.
- Greater stress on teachers training needed to achieve better quality education.

- CWSN cases must be provided with aids to facilitate them.
- Staff of the BSA office particularly district coordinators, must be adequate to ensure efficient functioning of BSA.
- Majority of primary schools were established and constructed at least 10 years ago. In the case of upper primary schools almost 50 per cent are only around 5 years old.
- Difference between years of establishment and construction highlight the fact that there is a time gap between the process of construction after establishment.
- In both primary and upper primary schools the utilization of class rooms is not in tune with the actual number of class rooms. Around 38 per cent primary and 28 per cent upper primary schools have 6 or more classrooms. However, actual utilization is being done only by around 2.5 and 5.3 primary and upper primary schools respectively.
- Over 90 per cent schools have drinking water facility.
- Over 80 per cent schools have a playground as well as availability of sports items, but sports items being used by around 77.5 per cent schools.
- Majority of schools have one verandah (87.86 per cent), but a high proportion do not have a boundary wall (around 65 per cent).
- Around 14 per cent primary and 12.5 per cent upper primary schools do not have any toilet.
- In around 25 per cent primary and 8 per cent upper primary schools the toilets are not been utilized because they remained locked, are dirty or in a broken condition.
- Overall the school environment is good.
- There is poor focus on providing health facilities to children.
- Most primary and upper primary school buildings are in good condition.
- The focus must therefore be on providing boundary wall in all schools and ensure that all schools have two toilets, which should be properly maintained. Before sanctioning extra classrooms its requirements should first be ascertained. Health care of children being an important aspect must be given high priority.
- There is a big gap between the sanctioned post of various categories of teachers and actual number working. The situation is particularly adverse among Assistant Teachers.
- In fact every school does not even have a Headmaster.
- Regularity of teachers in schools is a matter of concern. Reasons for being absent are engagement in extra work or out on training.
- 100 per cent primary teachers received training.

- Among upper primary school teachers only 54 per cent received training.
- Mainly training programmes were of 4 to 6 days duration.
- In over three-fourths cases BRC was the venue for training.
- Enrolment percentage was 98.7 at both primary and upper primary level.
- Average attendance was below 52 per cent at the primary and below 62 per cent at upper primary schools s per school records.
- In both type of schools actual attendance was much less than that shown in the school registers by around 5 per cent.
- 37 primary and 12 upper primary schools had very acute problem of attendance.
- Main reason for absenteeism among children was engagement in agricultural activities.
- The schools, VEC and PTA are the main instruments being used to improve attendance among students.
- At the primary level over 50 per cent students secured more the 50 per cent marks in Hindi and English tests given to them. However, only around 35 per cent received over 50 per cent in Maths.
- Percentage of children failing in the test was around 20 and 25 per cent in Hindi and English while the corresponding percentage in Maths was around 34.
- Even at the UPS Maths was the subject where failures were as high as 50 per cent.
- In the other subjects around 60 per cent students received above 50 per cent marks.
- Behaviour of students with teachers was good in both type of schools.
- The number of students out of the main stream was less than 0.5 per cent in the type of schools. Not much difference was found between boys and girls.
- Only around 10 per cent children with special needs in primary and round 26 per cent in upper primary schools received different type of aids to help them to overcome their handicap.
- Distribution of school books was completed in all schools. Some delay was caused by late arrival of books in schools.
- Figures of failures among students highlight the fact that teaching is not regular and proper. Shortage of teachers is the primary reason for this situation.
- In a very high percentage of primary (47 per cent) and upper primary (34 per cent) schools no mid-day meal was being served for non-availability of rations. Rations must therefore be ensured regularly in all schools.

- Schools serving mid-day meal were providing hot cooked meal.
- Since the number of children eating mid-day meals was less the figure indicated in the mid-day meal register of both schools, greater supervision needs to be done to avoid this malpractice.
- Funds are regularly received to meet the cost of cooking.
- All schools have the daily menu written on the wall.
- All schools are not supplying food as per the menu. Therefore some students are not happy with the quality of food. Schools must stick to the menu.
- In most schools micro-nutrients and de-worming medicines are not been supplied. This must be taken care of.
- In most schools the cooks are being paid regularly.
- While primary schools normally have a kitchen shed (90 per cent) the same is not true in upper primary schools (only 13.5 per cent).
- There is no daily supervision of parents, VEC/WEC or panchayat/urban bodies in preparation or serving of mid-day meal.
- Only around 27 per cent primary and 21 per cent upper primary schools are inspected by block level officers to ensure proper cooking and serving of mid-day meal.
- Not much impact is found of mid-day meal on either enrolment or attendance among children.
- The participation of women in VEC was as per norms (33.64 per cent).
- All the social categories were represented in VECs. OBC (43 per cent), SC (29 per cent), General Caste (23 per cent) and Minorities (around 5 per cent).
- VEC meeting are being organized in most schools and during the last six months 3 meeting had been held.
- Almost 74 per cent VEC members received training.
- VECs role in improving the school conditions was found satisfactory.
- Utilization of grants by VEC in both category of schools was satisfactory in most head of expenditure.
- Most of the VECs did not maintain proper accounts of construction related work.
- Teachers of primary as well as upper primary schools are not making proper use of TLM.
- The JEs inspect sites generally once only when the construction activity as reached upto the door level.

- On the whole quality of construction work is satisfactory.
- In the KGBV surveyed by us there is a shortage of teaching staff.
- Strength of KGBV was 40 students and attendance on the day of our visit was 90 per cent.
- Attendance level of RBC was 80 per cent.
- Attendance of students in our two NRBCs was 52 and 56 per cent respectively.
- 8 NPEGEL centres were covered by us. Their function was not satisfactory.
- Cycles and sewing machines were out of order. Mena Manch is only on paper.
- In the two Madarsas in our sample attendance was less than 55 per cent.
- On an average BRC coordinator makes two visits to the schools under his control while the NRPC coordinator makes around 6 visits per month to provide academic input.
- Except for security aspect in primary schools all the other aspects such as hygiene, cleanliness and discipline among students was found satisfactory by our survey team.

Suggestions

The focus must therefore be on providing boundary wall in all schools and ensure that all schools have two toilets, which school should be properly maintained. Before sanctioning extra classrooms its requirements first be ascertained. Health care of children being an important aspect must be given high priority.

Focus on:

- Ensure that all vacant positions of teachers be filled at the earliest.
- Greater accountability of teachers who are irregular to school.
- Teachers training should cover all teachers as far as possible.
- The effort of teachers, VEC and PTA need to be stepped up further to ensure proper attendance of children.
- Mid-day meal being an important aspect of SSA has to be taken very seriously.
- Rations must be ensured regularly and in sufficient quantity.
- Weekly menu must be adhered to.
- Regular inspection of community and official will ensure efficient working of mid-day meal scheme.

- Greater strictness needs to be maintained in order to ensure proper maintenance of account by VEC.
- The officials must ensure that teachers make regular and proper use of TLM.
- There is need for greater supervision by JEs in the process of construction.
- KGBVs should be given proper staff.
- NPEGEL centres need to be revamped so that their efficiency levels are improved as they are important centres for popularizing education among the girl children.

CHAPTER I

INTRODUCTION

1.1 About Sarva Shiksha Abhiyan (SSA)

Sarva Shiksha Abhiyan (SSA) is an effort to universalize elementary education by community ownership of the schooling system. It is a response to the demand for providing good quality basic education all over the country. The SSA Programme is also an attempt to provide an opportunity for improving human capabilities of all children through provision of community owned quality education in a mission mode. The SSA aims to provide useful and relevant elementary education for all children in the age group of 6 to 14 years by 2010. There is also another goal to bridge social, regional and gender gaps, with the active participation of the community in the management of schools.

The Government of India initiated a number of programmes and projects to achieve universal enrolment. The most significant among them were the District Primary Education Programme (DPEP) and Sarva Shiksha Abhiyan (SSA). Of these the DPEP was initiated earlier with World Bank assistance. In 2000 the Central Government chalked out the Sarva Shiksha Abhiyan with the aim of achieving Universalisation of Elementary Education (UEE) by 2007 and Universalisation of Elementary Education (UEE) by 2010. Development of District Elementary Education Plans through participatory planning mode within the broad framework of decentralized planning is the core of the SSA. More specifically, the main objectives of SSA are as follows (MHRD, 2000):

- All children in school, Education Guarantee Centre, Alternate School, Back-to-School camp by 2003.
- All children complete five years of primary schooling by 2007.
- All children complete eight years of elementary schooling by 2010.
- Focus on elementary education of satisfactory quality with emphasis on education for life.
- Bridge all gender and social category gaps at primary stage by 2007 and at elementary education level by 2010, and
- Universal retention by 2010.

The Dakar Framework for Action (UNESCO, 2000) also set the following goals concerning school education to which India is also committed:

- Access to free and compulsory primary education of good quality.
- Primary and secondary education: elimination of gender disparities by 2005, and
- Gender equality in education by 2015, focus on girls' full and equal access good quality.

1.2 Objectives of the Study

The present study is regarding the Monitoring and Evaluation of Sarva Shiksha Abhiyan, implemented in Lakhimpur Kheri District of Uttar Pradesh. The objectives of the study are:

- (i) To assess the progress of implementation of approved plans at district level and state level.
- (ii) To assess the performance of Primary Schools, Upper Primary Schools, NPEGEL, EGS, AIS, Madarsa, Bridge Course and KGBV.
- (iii) To assess the different aspects of Mid-Day Meal (MDM) Scheme running in Classes I-V in government, local body and government aided schools, EGS and AIE Centres.
- (iv) To check progress in achievement of some key outcome indicators through sampling.
- (v) To verify process and procedures undertaken for the implementation of SSA.

1.3 Scope of Work

The Programmes to be covered include:

- (viii) Sarva Shiksha Abhiyan
- (ix) Achievement Level of Primary and Upper Primary Schools
- (x) Mid-Day Meal Scheme
- (xi) Kasturba Gandhi Balika Vidyalaya
- (xii) National Programme for Education of Girls at Elementary Level
- (xiii) EGS, AIS, Madarsa and Bridge Courses
- (xiv) Alternative Schooling etc.

1.4 Sampling and Methodology

From each district a sample of 5 per cent of schools has been selected and these include primary and upper primary schools, Kasturba Gandhi Balika Vidyalaya, EGS, AIE and Maktabh Madarsas. In all cases where the total number of schools of any one category was too small at least one school of each type has been taken. It has also been ensured that the size of total sample covering all categories of schools is a minimum of 100.

The study is based on both primary and secondary information. The types of questionnaires used and other tools are highlighted in Section 1.5.

1.5 Tools

To collect detailed data and information for the Monitoring and Evaluation on various aspects of Sarva Shiksha Abhiyan in district Lakhimpur Kheri, nine sets of Schedules have been prepared on the basis of guidelines provided by the Ministry of Human Resource Development (MHRD). These are as follows:

- (i) District Schedule
- (ii) Schedule for Primary and Upper Primary Schools
- (iii) Schedule for New Primary and Upper Primary Schools
- (iv) DITE & Training Schedule
- (v) BRC/NPRC Schedule
- (vi) Schedule for EGS/AIE Centres
- (vii) RBC/NRBC Schedule
- (viii) Schedule for KGBV
- (ix) Schedule for NPEGEL.

Apart from this, one questionnaire was also developed to procure State level data and information regarding SSA from SPD Office, Lucknow. A set of Test Paper containing questions in the subjects of Mathematics, Science, Hindi and English for Class V, in primary school and for Class VIII in upper primary schools was prepared according to syllabus of the concerning classes.

The District Lakhimpur Kheri situated in Central region of Uttar Pradesh is administratively formed by fifteen Development Blocks. As per information gathered from the BSA Office, there were 2340 Primary Schools and 1113 Upper Primary Schools spread over in different rural and urban areas of the district. In addition to these formal schools, the educational opportunity to children was also being provided through the expansion of 150 NPEGEL, 26 Madarsas, 74 EGS, 83 AIE, 40 NRBC, 4 RBC and 11 Kasturba Gandhi Vidyalaya in different areas of the district. The details regarding the availability of different formal and informal school facilities in different blocks are presented in Table 1.1.

Table 1.1: Total Number of School

SI No.	Name of Block	PS	UPS	Alternate Education					Girls Education		Total	
				EGS	AIE	MM	RBC	NRBC	NPEGEL	KGBV		
1	Bankeyganj	140	60	3	1	2	-	2	6	1	215	
2	Behjam	171	72	2	1	1	--	1	11	--	259	
3	Bijuwa	135	77	14	15	-	--	2	11	1	255	
4	Dhaurahara	107	64	19	3	2	1	7	7	1	211	
5	Gola Kumbhi	168	75	-	2	1	--	--	10	1	257	
6	Issanagar	133	66	7	4	2	1	4	11	1	229	
7	Lakhimpur	230	94	--	6	3	--	1	--	--	334	
8	Mitauli	196	92	--	2	1	1	--	11	--	303	
9	Mohammdi	165	85	--	-	2	--	--	12	--	264	
10	Nakaha	125	47	-	-	--	--	2	10	1	185	
11	Nighasan	154	64	6	11	1	--	5	9	1	251	
12	Pasgawan	189	95	8	8	1	--	--	14	--	315	
13	Paliya	123	78	5	14	-	--	7	11	1	239	
14	Phoolbehar	138	60	--	3	1	1	2	9	1	215	
15	Ramiyabehar	131	76	10	12	-	--	3	8	1	241	
16	Town Area	35	8	--	1	9	--	4	10	1	67	
		Total	2340	1113	74	83	26	4	40	151	11	3840
		Sample Number of Schools	117	56	4	5	2	1	2	8	1	196
		% of sample Schools	5.00	5.03	5.41	6.02	7.62	25.00	5.00	5.33	9.09	5.10

Source: SSA Programme, Basic Shiksha Adhikari, District Lakhimpur Kheri.

Out of fifteen blocks, we have selected four development blocks and one urban area from the district. Random sampling method was used to select primary and upper primary schools. A total sample was 196 out of which 117 primary and upper primary schools, 8 NPEGEL, 2 Madarsas, 4 EGS, 5 AIE, 2 NRBC, 1 RBC and 1 Kasturba Gandhi Schools were selected for our study. The details regarding different categories of schools in selected blocks and urban area are given in Table 1.2.

It was also important to collect other relevant information from the BSA office of the district. It includes structure and functioning of SSA staff which is involved in the programme implementation.

Table 1.2: Number of Sample Schools in Lakhimpur Kheri District

Sl No.	Name of Blocks	Primary School	Upper Primary School	NPEGEL	EGS	AIE	Madarsa / Maktabh	KGBV	Bridge course		Total
									NRBC	RBC	
1	Dhaurahara %age Schools/Centre	107 (17.57)	64 (22.07)	7 (14.90)	19 (73.08)	3 (23.08)	2 (13.33)	1 (25.00)	7 (41.18)	1 (25.00)	211 (20.59)
		Sample no of Schools %age Schools/Centre	21 (17.95)	12 (21.43)	1 (12.50)	2 (50.00)	—	—	—	1 (100.00)	37 (18.88)
2	Issanagar %age Schools/Centre	133 (21.84)	66 (22.76)	11 (23.40)	7 (26.92)	4 (30.77)	2 (13.33)	1 (25.00)	4 (23.53)	1 (25.00)	229 (22.34)
		Sample no of Schools %age Schools/Centre	25 (21.37)	13 (23.21)	1 (12.50)	2 (50.00)	2 (40.00)	—	1 (100.0)	2 (100.0)	46 (23.47)
3	Mitaulli %age Schools/Centre	196 (32.18)	92 (31.72)	11 (23.40)	—	2 (15.38)	1 (6.67)	—	—	1 (25.00)	303 (29.56)
		Sample no of Schools %age Schools/Centre	38 (32.48)	18 (32.14)	3 (37.50)	—	2 (40.00)	1 (50.00)	—	—	62 (31.63)
4	Phoolbehar %age Schools/Centre	138 (22.66)	60 (20.69)	9 (19.15)	—	3 (23.08)	1 (6.67)	1 (25.00)	2 (11.76)	1 (25.00)	215 (20.98)
		Sample no of Schools %age Schools/Centre	26 (22.22)	11 (19.65)	2 (25.00)	—	1 (20.00)	—	—	—	40 (20.41)
5	Nagar Kshetra %age Schools/Centre	35 (5.75)	8 (2.76)	9 (19.15)	—	1 (7.69)	9 (60.00)	1 (25.00)	4 (23.53)	—	67 (6.53)
		Sample no of Schools %age Schools/Centre	7 (5.98)	2 (3.57)	1 (12.50)	—	— (50.00)	—	—	—	11 (5.61)
	Total %age Schools/Centre	609 (100.00)	290 (100.00)	47 (100.00)	26 (100.00)	13 (100.00)	15 (100.00)	4 (100.00)	17 (100.00)	4 (100.00)	1025 (100.00)
	Sample no of Schools %age Schools/Centre	117 (100.00)	56 (100.00)	8 (100.00)	4 (100.00)	5 (100.00)	2 (100.00)	1 (100.00)	2 (100.00)	1 (100.00)	196 (100.00)

Source: Field Survey, SSA Programme, Basic Shiksha Adhikari, District Lakhimpur Kheri.

The Table 1.3 shows about the distance of sample schools from BRCs and NRPCs in the district.

Table 1.3: Distance of Sample Schools from B.R.C./N.P.R.C.

Sl. No.	Distance	Primary School	Upper Primary School	Total
1	BRCA:			
	a. Within 3 KM	12 (10.26)	4 (7.14)	16 (9.25)
	b. 3 to 5 KM	12 (10.26)	7 (12.50)	19 (10.98)
	c. 5 to 8 KM	15 (12.82)	10 (17.86)	25 (14.45)
	d. Above 8 KM	78 (66.67)	35 (62.50)	113 (65.32)
2	NPRC:	Total	117 (100.00)	56(100.00)
	a. Within 3 KM	64 (54.70)	28 (50.00)	92 (53.18)
	b. 3 to 5 KM	22 (18.80)	14 (25.00)	36 (20.81)
	c. 5 to 8 KM	19 (16.24)	8 (14.29)	27 (15.61)
	d. Above 8 KM	12 (10.26)	6 (10.71)	18 (10.40)
	Total	117 (100.00)	56(100.00)	173(100.00)

Source: Field Survey, SSA Programme, Basic Shiksha Adhikari, District Lakhimpur Kheri.

CHAPTER II

EDUCATIONAL PROFILE OF LAKHIMPUR KHERI DISTRICT

2.1. Introduction

Lakhimpur Kheri district is located between latitude 27.6° and 28.6° North and longitude 80.3° and 81.3° East. It shares its boundaries with Nepal in the North, Shahjahanpur and Pilibhit in the West, Bahraich in the East and Hardoi and Sitapur in the South. River Mohan separates it from Nepal while river Suhena and Kathina separate it from district of Uttar Pradesh. It's total area of 7680 sq km. constitutes 3.2 per cent of the total area of Uttar Pradesh. There are 6 tehsils and 15 blocks in the district.

According to Census 2001 the population of the district was 32.07 lakhs persons, of whom 17.4 lakhs were males and 14.93 lakhs were females. The total literacy was 48.4 per cent in the district as compared to 56.3 per cent in U.P. as a whole. Similarly, male and female literacy rates were found to be 59.5 and 34.4 per cent respectively as compared to the corresponding figure of 68.8 and 42.2 per cent in Uttar Pradesh. However, there has been a marked improvement in the literacy of both men and women in the district as compared to 1991. The district lags behind the State in terms of literacy. The literacy picture is presented in the table below:

Table 2.1: Literacy Rate of Uttar Pradesh and Lakhimpur Kheri

Sl. No.	Item	Uttar Pradesh		Lakhimpur Kheri District	
		1991	2001	1991	2001
1	People	40.7	56.3	29.3	48.4
2	Male	54.8	68.8	40.2	59.5
3	Female	24.3	42.2	15.9	35.4

Source: Census of India, 1991 and 2001.

The most important indicator of social development is education. According to Sankhyakiya Patrika of Lakhimpur Kheri, 2007, there were almost 70 Primary Schools per lakh of population while the corresponding figure for Upper Primary Schools was around 18.5. Under the SSA the norms which have been laid down are one Primary School within one kilometer of each village and for a population of 300 persons. For Upper Primary School within 3 kilometers of every village and for a population of 800.

2.2. Status of Schools

As per the records of Basic Shiksha Adhikari, Lakhimpur Kheri, there were 2240 primary schools and 952 upper primary schools functioning in the district as on 31 March 2008. The number of primary and upper primary schools as sanctioned during the current financial year of 2008-98 were reported to 100 and 151 respectively and the same were opened during the current year 2008-09 (see details in Table 2.2).

Table-2.2: Details about Opening of Schools

Sl. No.	Details	PS	UPS	Total
1	No. of Schools as on 31.03.08	2240	962	3202
2	No. of Schools Sanctioned in current financial year -2008-09	100	151	251
3	No. of Schools Opened in current financial year-2008-09	100	151	251
4	No. of Spill over School in the financial year 2007-08	—	—	—
5	No. of Spill over opened school in the current financial year	—	—	—

Source: SSA Programme, Basic Shiksha Adhikari, District Lakhimpur Kheri.

Findings

- There were 2240 primary and 962 upper primary schools in the district as on 31.03.2008.
- During the current financial year 100 Primary and 151 Upper Primary Schools were sanctioned and all were opened.
- The targets of opening the Schools were achieved timely

2.3 Status of Teachers

(a) Primary Schools

The total number of positions of teachers was 9565, comprising 2046 Headmasters, 3164 Assistant Teachers and 4355 Shiksha Mitra were sanctioned till 01 July 2008 for the Primary Schools in the district. During 2008-09 additional posts of 100 Headmasters and equal number of Shiksha Mitra were sanctioned. The table reveals that 94 per cent Shiksha Mitra positions were filled and the gap was only 278 (6.38 per cent). The gap was higher in the case of Assistant Teacher, i.e. 82.08 per cent. Among Headmaster the gap was 28.84 per cent. Thus, the total gap comes around 36 per cent taking all categories of teachers. To ensure the quality of education under SSA programme the Teacher-Pupil ratio must be maintained and the gap of positions in all categories of Teachers particularly Assistant Teachers should be filled to provide regular teaching in the Primary Schools (See Table 2.3 A).

Table 2.3 (A): Details about Teachers in Primary School

Sl. No.	Details	Primary Schools				
		Sanctioned as on 1.07.08	Sanctioned during 2008-09	Total Sanction	Appt. against Sanction	Difference
1	Head Master	1946	100	2046 (100.00)	1456 (71.16)	590 (28.84)
2	Assistant Teachers	3164	-	3164 (100.00)	567 (17.92)	2597 (82.08)
3	Shiksha Mitra	4255	100	4355 (100.00)	4077 (93.62)	278 (6.38)
	Total	9365	200	9565 (100.00)	6100 (63.77)	3465 (36.23)

Source: SSA Programme, Basic Shiksha Adhikari, District Lakhimpur Kheri.

Findings

- All the vacant positions of all categories should be filled immediately.
- There was an alarming gap of around 36 per cent of sanctioned and filled positions in all categories of Primary School Teachers. It was worst in the case of Assistant Teachers. Even Headmasters positions about 29 per cent were vacant. Serious thought should be given to appoint the 2597 (82 per cent) Assistant Teachers immediately.

(b) Upper Primary Schools

The situation was much alarming in the case of Upper Primary Schools in comparison to Primary Schools in the district. The difference between the total sanctioned and filled positions among Headmasters and Assistant Teachers was around 51 per cent. It was higher in the case of Headmasters, i.e. 58 per cent. A total number of 2289 positions sanctioned as on 01.07.2008 comprising 625 Headmasters and 1664 Assistant Teachers. Additional positions of 453 Teachers were sanctioned during 2008-09 among which 151 were Headmasters and 302 Assistant Teachers. The district authorities from education department should be more serious about this issue to fill this gap of teachers as soon as possible. If we look at the Table I.1 the number of Upper Primary Schools were 1113 and the number of Teachers were 1350 among 326 was only Headmasters. It shows that the main task was done by the Assistant Teachers in the Upper Primary Schools in the district. If we want to ensure that schools should open timely and provide regular education to the students the gap among sanctioned and filled positions must be overcome soon (see Table 2.3 B).

Table 2.3 (B): Details about Teachers in Upper Primary School

Sl. No.	Details	Upper Primary Schools				
		Sanctioned as on 1.07.08	Sanctioned during 2008-09	Total Sanction	Appt. against Sanction	Difference
1	Head Master	625	151	776 (100.00)	326 (42.01)	450 (57.99)
2	Assistant Teachers	1664	302	1966 (100.00)	1024(52.09)	942 (47.91)
	Total	2289	453	2742 (100.00)	1350 (49.23)	1392 (50.77)

Source: SSA Programme, Basic Shiksha Adhikari, District Lakhimpur Kheri.

Findings

- Out of the sanctioned positions of 772 Headmasters and 1966 Assistant Teachers only around 42 per cent and 52 per cent were filled respectively. This gap affect the teaching of the schools.
- Therefore steps should be taken to fill the vacant positions to ensure proper teaching in the schools.

2.4. Recruitment of Teachers

Regarding the appointment of Teachers at Primary and Upper Primary Schools, there was no recruitment at any level of school during 2008-09 till the time of survey work in the district.

Table 2.4: Mode of Recruitment of Teachers

Sl. No.	Details	Primary Schools				Upper Primary Schools			
		No. of Teachers Appointed in 2008-09		Appt. at DPO / Basic Level	Appt. at VEC Level	No. of Teachers Appointed in 2008-09		Appt. at DPO / Basic Level	Appt. at VEC Level
		Regular	Contract			Regular	Contract		
1	Head Master	0	0	0	0	0	0	0	0
2	Assistant Teacher	0	0	0	0	0	0	0	0
3	Shiksha Mitra	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0

Source: SSA Programme, Basic Shiksha Adhikari, District Lakhimpur Kheri.

Findings

- The data clearly indicates a substantial gap between filled and vacant positions in all categories in Primary and Upper Primary Schools
- During 2008-09, there was no recruitment at any level in Schools.
- However, the process must be carried out at BSA and DPD level as soon as possible.

2.5. Teachers' In-service Training

To improve the quality of education, training for teachers at Primary and Upper Primary levels had been organized at DIET and BRC. The training was imparted to Headmasters and Assistant Teachers. According to the data provided by the DIET Office the total number of Headmasters and Assistant Teachers provided training was targeted at 1461 and 575 respectively. Out of which 802 (54.89 per cent) and 436 (75.83 per cent) have completed their training successfully. This means that the total number of Primary School Headmasters and Assistant Teachers were 2036, out of which around 1238 (61 per cent) completed their training and balance left out was 798 (39.19 per cent). The venue of training

was DIET and BRC. Similarly at Upper Primary level the target of teachers was 1552 comprising of 379 Headmasters and 1173 were Assistant Teachers. The target was achieved 81 per cent in the case of Headmasters and around 73 per cent were Assistant Teachers. The balance left out was only 25 per cent.

The training courses run for Primary and Upper Primary School teachers at both levels DIET and BRC were the same. The various courses were in English Language Training, Maths and Science, Remedial Training, Hindi and Sanskrit subjects, Environmental Education, Preparation of Question Papers Training, Health Education, Preparing Projects and Training for drawing maps, etc. DIET has prepared calendars for training in 2008-09. It started from 4 August 2008. The period of training generally was 1 to 6 days. It was also found that in one training course Shiksha Mitra have also been imparted training at BRC level. It should be noted that a high proportion of Primary School Headmasters have not availed training so far and their percentage is around 45. Even in case of Assistant Teachers it was also substantial 24 per cent. Another drawback has been that some important courses have not been run. These courses may be carried out for teachers in due course of time (see Table 2.5).

Table-2.5: Details about In Service Training of PS & UPS Teachers

Sl. No	Details	Primary Schools				Upper Primary Schools			
		Target No. of Teachers for Training	No. of Teachers Provided Training as on 31.10.06	Venue	Balance/ Left	Target No. of Teachers for Training	No. of Teachers Provided Training as on 31.10.06	Venue	Balance Left
1	Head Master	1461 (100.00)	802 (54.89)	DIET/ BRC	659 (45.11)	379 (100.0)	307 (81.00)	DIET/ BRC	71 (19.00)
2	Assistant Teachers	575 (100.0)	436 (75.83)	DIET/ BRC	139 (24.17)	1173 (24.17)	854 (72.80)	DIET/ BRC	319 (27.20)
3	Shiksha Mitra	—	—	—	—	—	—	—	—
	Total	2036 (100.0)	1238 (60.81)		798 (39.19)	1552 (100.0)	1161 (74.81)		391 (25.19)

Source: SSA Programme, Basic Shiksha Adhikari, District Lakhimpur Kheri.

Findings

- At primary level a total of 1238 (61 per cent) teachers were provided training and around 39 per cent could not get training. On the other hand a satisfactory progress in connection with training was found in Upper Primary Schools (i.e. 75 per cent).
- A serious effort is required to provide training for Primary School Headmasters. At Upper Primary level 319 (27.0 per cent) Assistant Teachers who were unable to get training should also be trained as soon as possible.

2.6 Teachers' Orientation Training

This training was given to Shiksha Mitra but this also had not been held till the survey date. It is therefore suggested that this orientation training programme should also be provided to regular teachers (Table 2.6).

Table-2.6: Teachers' Orientation Training

Sl. No.	Details	Primary Schools		
		Target No. of Teachers for Training	No. of Teachers provided Training as on 31.10.06	Balance Left
1	Head Master	0	0	0
2	Assistant Teachers	0	0	0
3	Shiksha Mitra	0	0	0
	Total	0	0	0

Source: SSA Programme, Basic Shiksha Adhikari, District Lakhimpur Kheri.

Findings

- The orientation training should be provided regularly to the teachers and timely list of teachers of training should also be provided to DIET.
- The orientation training were not provided to the Shiksha Mitra till 31-10-2008.

2.7 Teacher's Refresher Training

It was reported that no fresh teachers and Shiksha Mitra were appointed therefore no training was conducted as on 31-10-2008 (Table 2.7).

Table-2.7: Refresher Training to Teachers

Sl. No	Details	Primary Schools			Upper Primary Schools		
		Target No. of Teachers for Training	No. of Teachers provided Training as on 31.10.08	Balance Left	Target No. of Teachers for Training	No. of Teachers provided Training as on 31.10.08	Balance Left
1	Head Master	0	0	0	0	0	0
2	Assistant Teachers	0	0	0	0	0	0
3	Shiksha Mitra	0	0	0	0	0	0
	Total	0	0	0	0	0	0

Source: SSA Programme, Basic Shiksha Adhikari, District Lakhimpur Kheri.

Finding

- There were no appointment at any level therefore no refresher training was given to anyone.

2.8 Teaching and Learning Material (TLM) Grant

The BSA Office of the district has provided information regarding TLM received by the teachers of Primary and Upper Primary Schools. A total of 7368 teachers of Primary and

1552 of Upper Primary School were eligible to receive grant during the financial year 2008-09. The BSA Office transferred grant to VEC accounts was Rs.3760 Lakh. Out of which Rs.3058.5 Lakh was sent to Primary School Teachers and Rs.701.5 Lakh for Upper Primary School Teachers. The date of release of TLM grant was January 2009 in both the cases. But it is important to highlight that 1251 teachers in Primary and 149 in Upper Primary School did not receive the TLM grant. This means around 17 per cent teachers in Primary School and 19 per cent in Upper Primary level were left out to receive TLM grant. It should be taken care by the BSA Office that this grant should be received by all eligible teachers during the financial year. Instruction of utilization of grant was issued to VEC in January 2009 (See Table 2.8).

Table 2.8: Details about TLM Grant

Sl. No.	Details	Primary Schools	Upper Primary Schools
1	No. of Teachers eligible to receive TLM grants in Financial Year 2008-09	7368	1552
2	Total Grant sent by BSA to VECs Accounts (Rs. In Lakh)	3058.5	701.5
3	Date of Release of TLM Grant	January 2009	January 2009
4	No. of Teachers covered	6117	1403
5	Instruction for utilization of TLM Grant to VECs issued	January 2009	January 2009

Source: SSA Programme, Basic Shiksha Adhikari, District Lakhimpur Kheri.

Findings

- Out of 7368 teachers in Primary Schools and 1552 teachers in Upper Primary School were identified eligible for TLM grant for the year 2008-09.
- Around 17 per cent teachers in primary schools and 19 per cent in upper primary schools had not received TLM grant.
- All eligible teachers at both level of school should receive TLM grant every year.

2.9 Distribution of Text Books

Under the SSA programme a provision is made to distribute free Text Books to the students of Primary and Upper Primary Schools and State Government also does the same. The Free Text Books were distributed among 219028 and 93691 children in Primary and Upper Primary Schools respectively. The books were received in the month of May to July and distributed during the month June to July (Table 2.9).

Table 2.9: Details About Text Books Distribution

Sl. No.	Details	Primary Schools				Upper Primary Schools		
		Total	Boys		Girls	Total	SC Boys	
			SC	ST			SC	ST
1	No. of Children to whom Free Text Books have been distributed	329028	82245	2822	243961	93691	28244	64638
2	No. of Children received Free Text Books from SSA Programme	329028	82245	2822	243961	93691	28244	64638
3	No. of Children received Free Text Books from State Govt. Funds	0	0	0	0	0	0	0
4	Actual date of Text Books distributed to the district level and to schools					Received – May to July Distribution – June to July		

Source: SSA Programme, Basic Shiksha Adhikari, District Lakhimpur Kheri.

Findings

- All the children (boys and girls) of different communities enrolled in both categories of schools have been provided free text books from SSA grant.

2.10 Number of Children and their Enrolment in Schools

As far as the figures of enrolment in Parishad Schools are concerned, they present a depressing picture. In the age group 6-11 years only around 66.5 per cent boys are enrolled. Among girls however the corresponding percentage is almost 111 and the overall enrolment rate works out to 87.5 per cent. The situation is even worse in the case of children who are in the 11-14 years of age group. The enrolment figures are as low as 39 and 46 per cent among boys and girls respectively. The official providing enrolment data in the BSA office has clarified that this is the enrolment of Parishad schools only. The remaining children must be enrolled elsewhere but the BSA office does not have those details. What is therefore evident is that if children are enrolled elsewhere then the parents have a definite preference for sending their children, particularly boys to private schools. This is a poor reflection of State managed Parishad School which have trained teachers, infrastructural facilities and a number of incentives to attract children in these schools (see Table 2.10).

Table 2.10 : Details of Children and their Enrolment in Schools

Age Group of Children		Total No of Children as per Household Survey Sep.-2008	Total No of Children Enrollment as per 30.09.2008 & Gross Enrolment Rates	Enrolment as % of Total Children
6-11 Years	Boys	314755 (52.80)	209452 (40.15)	66.54
	Girls	281377 (47.20)	312243 (589.85)	110.97
	Total	596132 (100.00)	521695 (100.00)	87.51
11-14 Years	Boys	150561 (55.04)	58952 (50.88)	39.15
	Girls	122970 (44.96)	56910 (49.12)	46.28
	Total	273531 (100.00)	115862 (100.00)	43.36

Source: SSA Programme, Basic Shiksha Adhikari, District Lakhimpur Kheri.

Findings

- Enrolment rates are much lower than the actual number of children in the respective age group categories.
- Some sort of probing is required to find out why Parishad Schools are losing their popularity.

2.11 Status of Civil Work

According to the information provided by the BSA office that the construction of new buildings of 100 Primary and 151 Upper Primary Schools were sanctioned during 2008-09. Apart from this 150 Primary and 150 Upper Primary Schools have been sanctioned additional class rooms. In addition 70 schools were allowed to construct boundary wall. Regarding the progress of work, 68 primary and 95 upper primary schools were constructed and in remaining schools work was in progress and likely was to be completed soon. The facility of additional class rooms in primary and upper primary schools, 80 per cent and 82 per cent work was done respectively and only 26 primary and 26 upper primary schools the work was in progress. But in the case of boundary wall only 50 per cent schools constructed their boundary wall and in others work was in progress. The progress of civil work in the district was very satisfactory except in the case of boundary wall.

Table 2.11: Status of Civil Work Sanctioned for the Financial Year 2008-09

Sl. No.	Construction	Sanction (No)	Progress in Nos.			Reason for Work not started till date of visit
			Completed	Work in progress	Work not started	
1	New Primary Schools	100 (100.00)	68 (68.00)	32 (32.00)	—	—
2	New Upper Primary Schools	151 (100.00)	95 (62.00)	56 (38.00)	—	—
3	Additional Rooms for Primary Schools	150 (100.00)	120 (80.00)	30 (20.00)	—	—
4	Additional Rooms for Upper Primary Schools	150 (100.00)	124 (82.00)	26 (18.00)	—	—
5.	Boundary Wall	70 (100.00)	35 (50.00)	35 (50.00)	—	—

Source: SSA Programme, Basic Shiksha Adhikari, District Lakhimpur Kheri.

Findings

- Regarding civil work to construct the new primary and upper primary school buildings 68 per cent to upper primary school buildings have been constructed and in remaining schools work was in progress and likely to be completed soon.
- In the case of additional class rooms 80 per cent work was completed and in other cases work was in progress.
- Another work was to construct boundary wall in schools it was found that 50 per cent work was completed and in rest work was in progress.
- Overall the progress of civil work was found satisfactory.

2.12 Details of School Grants

The BSA Office has identified 2248 primary and 1030 upper primary schools to whom grant was approved during 2008-09. The funds were released to all identified schools except 2 primary and 3 upper primary schools. The funds have been transferred to VEC accounts on July 2008. Total amount released to VEC account for primary and upper primary schools was Rs.112.3 and Rs.72.1 lakh respectively. Out of the amount released to VECs 70 per cent was utilized upto 31.10.2008 (see Table 2.12).

Table 2.12: Details about School Grant

Sl. No.	Details	PS	UPS	Total
1	No. of Schools to whom Grants Approved in 2008-09	2248	1030	3278
2	No. of Schools to whom Funds have been released	2246	1027	3273
3	Date of Release the Grant to VEC Accounts	July 20078		
4	Released amount (Rs. In lakhs)	112.3	72.1	184.4
5	Amount utilized by VECs up to 30.10.08 (Rs. In lakhs)	70%		
6	Has the BSA made centralized purchase for school out of grant? (Yes-1 / No-2)	2	2	2
7	If yes	NA	NA	NA
a.	For What purpose	-	-	-
b.	Amount utilized (Rs. In lakhs)	-	-	-

Source: SSA Programme, Basic Shiksha Adhikari, District Lakhimpur Kheri.

Findings

- In 5 cases (2 primary and 3 upper primary schools) the funds were not transferred to VEC accounts.
- 70 per cent grant was utilized upto 31-10-2008.
- It is advised that grant should be transferred to all VECs account on time.

2.13 Education Guarantee Scheme (EGS)/Alternative and Innovative Education (AIE) Centres

The Table 2.13 reveals that 270 EGS/AIE Centres were sanctioned as on 31.03.2008 and the same were opened during the same year. During the current financial year 2008-09 194 EGS/AIE Centres have been sanctioned and except for one all were opened. There was also a provision of upgradation from EGS/AIE to new primary schools and 18 centres were upgraded. It was reported that 112 EGS/AIE/ NRBC/RBC continued from last year into the current financial year.

Table 2.13: Details about EGS/AIE Centres

Sl. No.	Details	Sanctioned	Opened / In Position
1	No. of EGS/AIE centers as on 31.03.2008	270 (100.00)	270 (100.00)
2	No. of EGS/AIE centers in the financial year 2008-09	194 (100.00)	193 (99.48)
3	No. of EGS/AIE/NRBC/RBC continued from last year	112 (100.00)	112 (100.00)
4	No. of EGS/AIE centers to be upgraded in the financial year 2008-09	18 (100.00)	18 (100.00)
5	No. of Teachers sanctioned for new upgraded primary schools	0	0

Source: SSA Programme, Basic Shiksha Adhikari, District Lakhimpur Kheri.

Findings

- The progress was very satisfactory regarding opening of EGS and AIE Centres in the district.
- The target of upgrading 18 EGS/AIE centres in the current financial year was achieved.

2.14 Students Enrollment in the EGS/AIE Centres

The figures related to enrolment among social group in these centres are given in Table 2.14. The table shows that 7189 children were enrolled during 2008-09 among around 40 per cent belongs to OBC followed by Minority 2061 (28.67 per cent), SC 1138 (15.83 per cent), Others 1054 (14.66 per cent) and ST 71 (0.99 per cent). The enrolment target was not fixed for the centres in the district. Therefore it is suggested that target should be given.

Table 2.14: Details about Children's Enrollment in the EGS / AIE Centres

Sl. No.	Social Group	Target for 2008-09	Enrolled as on 30.09.2008			Difference
			Boys	Girls	Total	
1	Scheduled castes	-	1138 (15.38)	-	1138 (15.38)	-
2	Scheduled tribes	-	71 (0.99)	-	71 (0.99)	-
3	Other backward castes	-	2865 (39.85)	-	2865 (39.85)	-
4	Minority	-	2061 (28.67)	-	2061 (28.67)	-
5	Others	-	1054 (14.66)	-	1054 (14.66)	-
6	Total	-	7189 (100.00)	-	7189 (100.00)	-

Source: SSA Programme, Basic Shiksha Adhikari, District Lakhimpur Kheri.

Findings

- There was no target for enrolment of students in EGS/AIE centres.
- Even then 7189 children were enrolled representing different communities during 2008-09.

2.15 Educational Qualification of Education Volunteers

As highlighted in Table 2.15 there were a total of 301 Education Volunteers in the district. Of these around 63 per cent had an educational qualification of High School which is the minimum qualification for the post. Slightly more than one-fourth had studied upto Intermediate and the rest had higher qualifications.

Table 2.15 : Educational Qualification of Education Volunteers

Sl. No.	Educational Qualification	Numbers
1	High School	196 (63.23)
2	Intermediate	86 (27.74)
3	Graduate and above	19 (06.13)
4	Total	301 (100.0)

Source: SSA Programme, Basic Shiksha Adhikari, District Lakhimpur Kheri.

Findings

- Minimum qualification of EV was High School.
- Around 63 per cent EV had the minimum qualification and 28 had studied upto Intermediate and rest had higher qualification.

2.16 Children Mainstreamed from EGS/AIE Centres

There were 3785 children mainstreamed from EGS/AIE centres in the current financial year 2008-09. During the last academic year 2007-08 only 2229 (48.55 per cent) children were mainstreamed in the government schools (see Table 2.16). The details about the remaining children is not available in the office of the BSA.

Table 2.16: Children Mainstreamed from EGS/AIE Centres

Sl. No.	Details	Numbers	Remarks/ Problems
1	No. of Children actually mainstreamed from EGS/AIE centers as on 30.09.2008 in the Current Financial Year 2008 – 09	3785	-
2	Details of the last academic year 2007-08	4591	-
	1. Mainstreaming in Private Schools	-	-
	2. Mainstreaming in Govt. Aided Schools	-	-
	3. Mainstreaming in Govt. Schools	2229	-

Source: SSA Programme, Basic Shiksha Adhikari, District Lakhimpur Kheri.

Findings

- During 2008-09, 3785 children were mainstreamed.
- In the last academic year 2007-08 there were 4591 children mainstreamed among those 48.55 per cent were mainstreamed in government schools.

2.17 BRC/NPRC

There were 15 BRC and 156 NRPCs sanctioned till 31-03-2008. All these centres were opened and are in operation. At the BRC level 15 coordinators and 15 Assistant coordinators posts were sanctioned and all were filled. In case of NRPC coordinators 156 posts were sanctioned and in all the centres coordinators were placed (see Table 2.17).

Table 2.15: Details about BRC/NRPC

Sl. No.	Details	Sanctioned	Opened / In Position
1	No. of BR Centres as on 31.03.08	15	15
2	No. of NPR Centres as on 31.03.08	156	156
3	No. of BR Centres in the Financial Year 2008-09	-	-
4	No. of NPR Centres in the Financial Year 2008-09	-	-
5	Details of staff in BRC: a. Coordinators b. Asst. Coordinator c. Others	15 15 -	15 15 -
6	Details of staff in NRPC: Coordinators	156	156

Source: SSA Programme, Basic Shiksha Adhikari, District Lakhimpur Kheri.

Findings

- All the BRCs and NRPCs sanctioned till 31-03-2008 were opened.
- Posts sanctioned at BRC and NRPCs level were filled.

2.18 Children With Special Needs (CWSN)

When we look at the number of children with special needs who have been provided aids and appliances it was found that there were 9650 children identified during 2008-09 and only 514 (5.32 per cent) children have been provided aid and appliances. No break-up of boys and girls were reported. The numbers of Resource Teachers identified were 22 and no Itinerant teachers was identified. The training was provided by DIET to resource persons (see Table 2.18).

Table 2.18: Children With Special Needs (CWSN)

Sl. No.	Details	Boys	Girls	Total
1	No. of CWSN Children identified in Financial Year 2008-09	NA	NA	9650
2	No. of Children who have been provided with Aids and Appliances in Financial Year 2008-09	Na	NA	514
3	No. of Resource Teachers Identified	-	--	22
4	No. of Itinerant Teachers Identified	-	-	-

Source: SSA Programme, Basic Shiksha Adhikari, District Lakhimpur Kheri.

39283

Findings and Suggestions

- Out of 9650 CWSN children only 5 per cent children have been provided aids & appliances.
- Only 22 Resource teachers were identified.
- All the eligible children should be provided aid & appliances.

2.19 National Programme for Education of Girls at Elementary Level (NPEGEL)

As far as NPEGEL Programme is concerned the target of model school clusters were 151 and it was reported that all the clusters were made functional in district till the survey date. However, additional classrooms were added in only 58 model clusters and the target was achieved. As far as facilities regarding drinking water and toilets were concerned, the target of 151 model clusters both the facilities were provided and target also achieved. It is a good sign that out of 151 model cluster schools 15 schools were provided by electricity facility. There was a target of 211 ECCE centres to be opened and all of them were functional during 2008-09. The total amount of funds during the current financial year was not reported. The success of the programme of NPEGEL is apparent from the Table 2.19.

Table 2.19: National Programme for Educational of Girls at Elementary Level (NPEGEL)

Sl. No.	Details of Facilities	Target for 2008-09	Made Functional as on date of visit	Difference
1	Number of Model School Clusters	151	151	-
2	No. of Additional Class Rooms to be Aided	58	58	-
3	No of Model Clusters with Drinking Water	151	151	-
4	No of Model Clusters with Toilet Facility	151	151	-
5	No of Model Clusters with Electrification	15	15	-
6	Quantum of Funds to be Released (in Lakhs)	359.72	299.48	60.24
7	No. of ECCE Centers operational under Innovation Head Funds	211	211	-
8	No. of ECCE Centers operational under NPEGEL	-	-	-

Source: SSA Programme, Basic Shiksha Adhikari, District Lakhimpur Kheri.

Findings

- All the targeted model school clusters were functional during 2008-09.
- All the functional NPEGEL have accessibility to drinking water and toilet facilities.
- The target was 15 to electrify NPEGELs. This has being achieved.

2.20 Kasturba Gandhi Balika Vidyalaya (KGBV)

This is an important programme for providing the elementary education to girl children. During the year 2008-09 the target was fixed to open 11 KGBV in the district and the effort was such that all the targeted schools were functional. Regarding the teaching and other staff is concerned, the effort were not made in this direction. As a result only 5 positions of warden out of 11 were filled and the similar position was in the case of full and part time teachers and only 13 and 16 positions filled. Out of 66 support staff sanctioned in 11 KGBVs only 38 staff was posted. All the vacant positions at every level should be filled immediately to run these schools successfully.

Table-2.20: Details about KGBV

Sl. No.	Details	Sanctioned for 2008-09	Made Functional as on 30.09.2008	Difference
1	Number of KGBV	11	11	--

Source: SSA Programme, Basic Shiksha Adhikari, District Lakhimpur Kheri.

Findings

- All 11 KGBV sanctioned during 2008-09 were functional.
- The vacant positions in KGBV should be filled immediately.

2.21 Staff with District SSA Office

The success of any programme depends upon the sufficient manpower provided to implement the programme. Under the SSA programme 18 employees were sanctioned to the BSA office to run the programme successfully in the district. The staff appointed at the district was 1 Expert BSA, 1 AAO, 4 DC, 1 Accountant, 1 Computer Operator, 1 EMIS incharge, 3 Peons, 1 Assistant Accountant and 1 Driver. The positions which were not filled was 2 DC, 1 Junior Clerk and 1 Steno. The vacant positions should be filled for achieving the desired results in the SSA programme. DC position is very important and 2 DC positions were not filled. Therefore, it affects the programme. It is suggested that 2 DC should be appointed at the earliest.

Table-2.21: Teaching and Other Staff in KGBV

Sl. No.	Staff	Sanctioned	In Position
1	Warden cum Teachers	11	05
2	Full time Teachers	44	13
3	Part time Teachers	44	16
4	Support Staff (Accountant / Assistant, Peon, Chowkidar and Cook)	66	38

Source: SSA Programme, Basic Shiksha Adhikari, District Lakhimpur Kheri.

Table-2.22: Details about District Level Officials

Sl. No.	Name of the Post Category-wise under SSA in District Office	Sanctioned	In Position
1	Expert BSA	1	1
2	AAO	1	1
3	DC	6	4
4	Accountant	1	1
5	Computer Operator	1	1
6	EMIS Incharge	1	1
7	Peon	3	3
8	Assistant Accountant	1	1
9	Junior Clerk	1	-
10	Steno	1	-
11	Driver	1	1

Source: SSA Programme, Basic Shiksha Adhikari, District Lakhimpur Kheri.

Findings and Suggestions

- The district has a good team under BSA. But 2 DCs position should be filled as soon as possible. Other vacant positions also to be filled.

2.22 Staff Position of DIET

DIET plays a very important role in imparting training to teachers throughout the year. Therefore, a DIET with proper staff is needed to fulfill duties efficiently. Unfortunately DIET Lakhimpur lacks both Senior Lecturers and Lectures, who are the very backbone in providing training to individuals. Only one-third of the sanctioned posts of Senior Lectures is filled. The condition is quite deplorable with respect to lecturers with only 12 per cent lecturers available in the DIET. Inadequacy of teaching staff obviously puts a major constraint in the smooth conduct of various training programmes. The other support staff is more or less in accordance with sanctioned posts (see Table 2.23).

Table 2.23: Staff Position at DIET, Lakhimpur Kheri

Position	Sanctioned Posts	Working	Difference
Principal	1	1	-
Vice Principal	1	-	1
Sr. Lecturer	6	2	4
Lecturer	17	2	15
Lab Technician	2	-	2
Office Superintendent	1	1	-
Librarian	1	-	1
Accountant	1	-	1
Stenographer	1	1	-
Clerk	9	9	-
Peon	5	4	1

Source: SSA Programme, Basic Shiksha Adhikari, District Lakhimpur Kheri.

2.23 Training Courses Conducted During the Year

Different training courses were conducted during the year related to teaching of English language, Maths, Science, Hindi and Sanskrit. Besides this there was focus on remedial teaching training on environmental education, health and hygiene, etc. All the courses were conducted in the DIET or BRC (for details please see Table 2.24).

Table 2.24: Details of Training Courses

Name of the Course Module	Duration	Trained as on date		Venue	Module made by
		PS	UPS		
Computer aided learning for UPS					
Eng. Lang. Teaching		731		DIET/BRC	Team Work
Maths & Science Teaching		2024	1038	DIET/BRC	Team Work
Training for EGS Instructor					
Workshop on Girls Child Education					
Training of BRC/ABRC/CRC Coordination					
Training for EGS Instructor					
Workshop on bridge course syllabus for KGBV					
Training for VEC Members					
School Chalo Abhiyan					
Remedial Training	August	2935	--	DIET/BRC	Team Work
Hindi & Sanskrit Teaching		1202	651	DIET/BRC	Team Work
Investmental Education Training		1145	506	DIET/BRC	Team Work
Training for Preparation of Question Papers		912	470	DIET/BRC	Team Work
Health Care Training		46		DIET/BRC	Team Work
School Development Programme		773	500	DIET/BRC	Team Work
Map making training			28	DIET/BRC	Dr. Yusuf Ali

Source: SSA Programme, Basic Shiksha Adhikari, District Lakhimpur Kheri.

2.24 Details Pertaining to the Coordinators of BRC/NPRC

Our survey covered 4 BRCs and 4 NPRCs from the district. The total number of Primary Schools under BRC supervision were 554 and the corresponding figure of Upper Primary Schools was 254. NPRCs, on the other hand and only 66 Primary and 31 Upper Primary Schools under their direct control.

All the Coordinators of our selected BRCs were post-graduates having B.Ed. degree. In the case of NPRCs, however, only one Coordinator was a post-graduate with B.Ed qualification. The rest were Intermediate and had done BTC training.

The BRC Coordinators are involved in imparting training to the teachers of primary and upper primary schools. For this they are given the target from the DIET and also are

given instructions about the different training programmes to be conducted by them. The details with respect to all such training provided by them can be seen in Table 2.25.

Besides conducting training programmes, the co-ordinators also have to inspect schools under their charge from time to time to ensure that teaching is being done regularly and systematically. During the course of their inspection they are also expected to prepare modules in the schools. All BRC coordinators reported that they performed this duty and the teachers found the modules useful as well. However, only 3 NRPC coordinators prepared modules in school. Another duty of the coordinators is to conduct random tests of the students on the day of their visit and all the eight coordinators had fulfilled this responsibility as well.

Besides the regular primary and upper primary schools the BRC Coordinators also were looking after a total of 2337 children who are enrolled in the EGS and AIE centres of their respective blocks.

Not only were visits made to the primary and upper primary schools but all Coordinators also visited the EGS/AIE centres under their charge and during the course of their visit they provided academic support to the Acharyas who were running the centres.

All except one BRC and one NRPC coordinator organized a camp for the handicapped children where the children were medically examined and those who could be provided aids were short listed. However, till the time of our visit the aids had not been distributed to the students.

Table 2.25: Detail about Training Provided in BRC

Particular	BRC Dhaurahara		BRC Ishanagar		BRC Mitauli		BRC Phoolbehari	
	PS	UPS	PS	UPS	PS	UPS	PS	UPS
Target of Teacher	146	131	98	37	158	94	95	46
Actual Trained	146	131	98	37	152	87	95	21
Training with No. of School Covered	480	240	210	85	550	297	210	74
(a) Remedial	90	45	--	--	55	47	79	28
(b) Science/Maths	90	45	--	--	178	102	50	20
(c) Hindi/Sanskrit	90	45	60	28	80	50	81	26
(d) Social Studies	90	45	85	28	102	48	--	--
(e) Paper Setting	120	60	--	--	81	50	--	--
(f) English	--	--	65	29	54	--	--	--
No. of School Visit by Coordinator	90	45	35	20	28	19	41	16
Was the Shiksha Mitra Trained								
Yes	Yes		Yes				Yes	
No					No			
Type of Training								
(a) Remedial	Yes				Yes		Yes	
(b) TLM			Yes					
No. of Teachers Trained	120		212		--		172	

CHAPTER III

INFRASTRUCTURAL FACILITIES IN SCHOOLS

3.1 Establishment and Construction of Primary Schools

We have surveyed a total number of 173 schools out of which 117 were primary schools and 56 were upper primary schools in Lakhimpur Kheri district. A majority of over around 78 per cent primary and around 32 per cent upper primary schools were established before 10 years ago. The construction of over 67 per cent primary schools also took place before 10 years. But a higher proportion of 38 per cent upper primary schools were constructed during two years. It indicates that a significant proportion of primary school buildings are very old while such cases are not revealed in the case of upper primary schools in the district (for details see Table 3.1).

Table 3.1: Year of Establishment and Construction of Schools

Sl. No.	Period	Primary School		Upper Primary School		All School	
		Est.	Cons.	Est.	Cons.	Est.	Cons.
1	Less 2 year (2007-08 to 2005-06)	3 (2.56)	10 (8.55)	20 (35.71)	21 (37.50)	23 (13.29)	31 (17.92)
2	2 Years to 5 years (2004-05 to 2002-03)	11 (9.40)	15 (12.82)	6 (10.72)	7 (12.50)	17 (9.83)	22 (12.72)
3	5 years to 10 year (2001-02 to 1997-98)	12 (10.26)	14 (11.97)	12 (21.43)	16 (28.57)	24 (13.87)	30 (17.34)
4	10 year + (Before 1996-97)	91 (77.78)	78 (66.66)	18 (32.14)	12 (21.43)	109 (63.01)	90 (52.02)
	No. of Total Schools	117 (100.00)	117 (100.00)	56 (100.00)	56 (100.00)	173 (100.00)	173 (100.00)

Source: Field Survey, SS Programme, District Lakhimpur Kheri.

Findings

- All the 117 Primary and 56 Upper Primary Schools covered in the survey were found fully constructed.
- Generally a time lag is observed between the years of Establishment and year of construction. As a result only around 87 per cent of schools established 10 years ago were constructed within the same period. The backlog was carried forward in the next year.

3.2 Availability and Utilization of Classrooms

Table 3.2 provides information regarding distribution of primary and upper primary schools availability of rooms in each and actual number of rooms being utilized by the schools. The number of rooms range between two to nine in the case of primary and 3 to nine

in the case of Upper Primary schools. However, concentration is found in 5 and 6 room school in the case of primary and four and five rooms in the case of upper primary schools. These two categories together account for around 55 per cent of primary and 67 per cent upper primary schools respectively. However, what is significant is to note that schools having 6 or more rooms are being grossly unutilized. For example approximately 30 per cent of primary schools had 6 rooms but less than 2 per cent are using all of these. Similarly while around 30 per cent upper primary schools have five rooms only less than 4 per cent are utilizing them.

Table 3.2: Availability and utilization of Classrooms

Availability of Rooms	Primary Schools		Upper Primary Schools	
	No. of Schools	No. of Schools with use of Class rooms	No. of Schools	No. of Schools with use of Class rooms
01	--	--	--	--
02	6 (5.13)	15 (12.82)	--	2 (3.57)
03	12 (10.26)	28 (23.93)	1 (1.79)	36 (64.29)
04	24 (20.52)	37 (31.62)	16 (28.57)	13 (23.21)
05	30 (25.64)	34 (29.07)	22 (39.29)	2 (3.57)
06	35 (29.91)	2 (1.71)	7 (12.50)	3 (5.36)
07	5 (4.27)	1 (0.85)	4 (7.14)	--
08	4 (3.42)	--	5 (8.92)	--
09	1 (0.85)	--	1 (1.79)	--
10+	--	--	--	--
No. of Total Schools	117 (100.00)	117 (100.00)	56 (100.00)	56 (100.00)

Source: Field Survey, SS Programme, District Lakhimpur Kheri.

Findings

- Actual utilization of classrooms is not at par with actual number of room available with schools.
- It is therefore desirable not to construct additional classrooms without proper need for them. This money can be better utilized for other productive purposes. Because not only has extract money has been spent on the construction but additional fund are also required on a recurring basis to meet repair and maintenance costs.

3.3 Availability of Infrastructural Facilities in Schools

Table 3.3 shows the facilities provided in the schools. Most of the schools have the playground facility. Around 80 per cent primary and 86 per cent upper primary schools had a play ground. Related to the sports items in the schools they have several items in their stores and the percentage was very high in both primary and upper primary schools. In the case of boundaries in the schools the picture was not very satisfactory. Only 38 per cent primary and 29 per cent upper primary schools were covered with boundary walls. Each class room have the facilities of blackboard and mat/furniture in every primary and upper primary schools in

the district. Except few sports items students used those items in play time. Out of 117 primary schools only 14 schools (11.97 per cent) were without verandahs and around similar percentage was also found in upper primary schools. In no case more than one verandah was reported in both the categories of schools.

Table 3.3: Availability of Infrastructure in Schools

Particulars	Primary Schools		Upper Primary Schools		Total	
	Yes	No	Yes	No	Yes	No
Play ground	93 (79.49)	24 (20.51)	48 (85.71)	8 (14.29)	141 (8150)	32 (18.50)
Boundaries	44 (37.61)	73 (62.39)	16 (28.57)	40 (71.43)	60 (34.68)	113 (65.32)
Availability of Sport Items	91 (77.78)	26 (22.22)	51 (91.07)	5 (8.93)	142 (82.08)	31 (17.92)
Proper availability of Mats/Furniture	115 (98.29)	2 (1.71)	56 (100.0)	--	171 (98.84)	2 (1.16)
Black Board in Class Rooms	117 (100.00)	--	56 (100.00)	--	173 (100.00)	--
Use of Sport Items	84 (71.79)	33 (28.21)	50 (89.29)	6 (10.71)	134 (77.46)	39 (22.54)
Schools without Verandah	14 (11.97)		7 (12.50)		21 (12.14)	
Schools with one Verandah	103 (88.03)		49 (87.50)		152 (87.86)	
Schools with More than one Verandah	--		--		--	

Source: Field Survey, SS Programme, District Lakhimpur Kheri.

Findings and Suggestions

- The access of playground was in a high proportion of 86 per cent in Upper Primary School and 78 per cent primary schools. However, the boundary wall was constructed in only a little over 34 per cent school, comprising of about 38 per cent primary and 39 per cent upper primary schools.
- The sports items were available in 91 per cent upper primary and 78 per cent primary schools.
- The mat/furniture was properly available in all the upper primary schools as against 98 per cent primary schools. .
- The verandah was available in equal proportion of 88 per cent both primary and upper primary schools.

3.4 Availability of Drinking Water Facility

In terms of the facility of drinking water, the analysis revealed that it was available in a little over 94 per cent schools comprising of 95 per cent in primary and 83 per cent in Upper Primary Schools. The expenditure incurred on making the facility of water is done through SSA whose contribution accounted for 43 per cent in primary school and 46 per cent in upper primary school. The Swajaldhara has been the second source for providing fund for providing drinking water in both categories of schools.

Table 3.4: Drinking Water Facility

Particulars	Primary Schools			Upper Primary Schools			Total		
	Yes	No		Yes	No		Yes	No	
Facility Available	111 (94.87)	6 (5.13)		52 (92.86)	4 (7.14)		163 (94.22)	10 (5.78)	
Scheme	Swajaldhara	SSA	Others (Various Nidhi)	Swajaldhara	SSA	Others (various Nidhi)	Swajaldhara	SSA	Others (various Nidhi)
Drinking Water	32 (28.83)	48 (43.24)	31 (27.93)	15 (28.85)	24 (46.15)	13 (25.00)	47 (28.83)	72 (44.17)	44 (26.99)

Source: Field Survey, SS Programme, District Lakhimpur Kheri.

Findings and Suggestions

- The drinking water facility was available in 95 per cent primary and 93 per cent in upper primary schools.
- A high majority of both the categories of schools were provided drinking water facility through the funds of SSA.
- The contributions of Swajaldhara Scheme have been the second important source of both the categories of schools.

3.5 Toilet Facility

As far as availability of toilet facility is concerned, it was observed that only round 80 per cent primary and around 86 per cent Upper Primary Schools had two separate toilets. In fact almost 13.15 and 12.50 per cent schools at the primary schools and upper primary schools level respectively have no toilet facility at all. In the rest of the schools there was only a single toilet. Regarding the construction of toilets in the schools, a majority of them were constructed with the help of funds available under SSA, e.g. primary schools 54.47 per cent and 64.58 per cent upper primary schools (see Table 3.5).

Table 3.5: Availability of Toilet Facility

Particulars	Primary Schools	Upper Primary Schools
Total Schools	117	56
Schools without Toilet	16 (13.67%)	7 (12.50%)
Schools with 2 Toilets	94 (80.34%)	48 (85.71%)
Schools with only one Toilet	7 (5.98%)	1 (1.79%)
Schemes under which toilet were constructed	101	48
(a) TSS	15 (14.85%)	5 (10.42%)
(b) SSA	54 (53.47%)	31 (64.58%)
(c) Other	32 (31.68%)	12 (25.00%)

Source: Field Survey, SS Programme, District Lakhimpur Kheri.

A few toilets have been constructed in both types of schools under the fund available from total sanitation scheme. The rest, which is a fairly a high percentage have been constructed under other schemes.

3.6 Reasons for Non-Use of Toilets

Despite the fact that the 86 per cent primary schools and 88 per cent upper primary schools had toilet facilities almost 25 per cent Upper Primary Schools and 14 per cent primary schools were such where toilets were not been used by the children. The main reason for non-use of toilet in primary school was the dilapidated conditions of the toilets. However, in the case of upper primary schools toilets were not being used because they were extremely dirty (see Table 3.6).

Table 3.6: Reason for Non-use of Toilets

Particulars	Primary School	Upper Primary School	Total
Toilets always Locked	3 (12.00)	--	3 (10.34)
Shoak Pit Filled	3 (12.00)	2 (50.00)	5 (17.24)
Door and Seats has Creaked	15 (60.00)	1 (25.00)	16 (55.17)
Other	4 (16.00)	1 (25.00)	5 (17.24)
Total	25 (100.00)	4(100.00)	29 (100.00)

Source: Field Survey, SS Programme, District Lakhimpur Kheri.

Findings and Suggestions

- It should be ensured that all schools are provided with separate toilets for boys and girls as per the norms.
- Construction of toilets by itself is not a sufficient condition to ensure their regular use. They should also be properly maintained.

3.7 School Environment

Table 3.7 provides the information related to environment in the primary and upper primary schools in the district. It was found that the atmosphere was very good in both the schools which were surveyed. A fairly high percentage reported good atmosphere (around 93 per cent) in upper primary schools and in primary school this per cent was around 86. Generally classroom in the schools both primary and upper primary a proper ventilation was reported. Only 10 per cent primary and 3 per cent upper primary schools were not proper ventilated. The rooms of schools found reasonably spacey for seating students. The health check-up facilities in the both type of schools was not provided to the children during the last 6 months. Finally we can say that school environment in all respect was found very good except providing health facility to children.

Table 3.7: Environment at the schools

Particulars	Primary School		Upper Primary School		Total	
	Yes	No	Yes	No	Yes	No
School with Good Atmosphere	101 (86.32)	16 (13.68)	52 (92.86)	4 (7.14)	153 (88.44)	20 (11.56)
Proper Ventilation in Classrooms	107 (91.45)	10 (8.55)	54 (96.43)	2 (3.57)	161 (93.06)	12 (6.94)
Proper Space in Class room for Sitting to Student	104 (88.89)	13 (11.11)	51 (91.07)	5 (8.93)	155 (89.60)	18 (10.40)
Schools provided Health Facilities last 6 month	17 (14.53)	100 (85.47)	8 (14.29)	48 (85.71)	25 (14.45)	148 (85.55)

Source: Field Survey, SS Programme, District Lakhimpur Kheri.

Findings and Suggestions

- The problem in the both type of schools have been to provide the health facility to the children. Only 15 per cent primary and 14 per cent upper primary schools have access to health facilities.
- All the other points like school atmosphere, proper ventilation in classrooms and spacey class room in all the surveyed schools were found very satisfactory.
- The health care facilities in the schools need more attention.

3.8 Condition of School Buildings

As far as condition of building is concerned it was found that among primary schools the condition of 40 per cent and 48 per cent of school building was good and satisfactory respectively while around 13 per cent buildings were in bad condition. The condition of upper primary schools was found in better and more satisfactory in comparison to primary schools. Out of 56 UPS only 3 schools have been reported their bad condition of their schools.

Table 3.8: Condition of School Building

Schools	Good	Satisfactory	Bad	Total
Primary School	46 (39.32)	56 (47.86)	15 (12.82)	117 (100.00)
Upper Primary School	34 (60.71)	19 (33.93)	3 (5.36)	56 (100.00)
Total	80 (46.25)	75 (43.35)	18 (10.40)	173 (100.00)

Source: Field Survey, SS Programme, District Lakhimpur Kheri.

Findings and Suggestions

- The condition of buildings of the schools was found in good condition at both primary and upper primary levels.
- Those 18 per cent school buildings at both level needs more attention in the form of maintenance.

3.9 Reasons of Bad Conditions of Schools

Those schools which reported bad conditions of their schools the main reason cited was cracked roof and plasters of school classrooms in both types of schools. Out of 15 schools only 4 schools (27 per cent) reported that in their school class rooms do not have doors and windows.

Table 3.9: Reasons for Bad Condition

Type of Schools	Cracked Roof	Cracked plasters	Non Availability of Doors/Windows	Total
Primary School	6 (40.00)	5 (33.33)	4 (26.67)	15 (100.00)
Upper Primary School	1 (33.33)	2 (66.67)	--	3 (100.00)
Total	7 (38.89)	7 (38.89)	4 (22.22)	15 (100.00)

Source: Field Survey, SS Programme, District Lakhimpur Kheri.

Findings and Suggestions

- It is a serious matter that the roofs and plasters have been cracked in some schools. Their numbers at both levels are reasonable Around 77 per cent in primary and 100 per cent in upper primary schools.
- The condition of such schools should be improved immediately. It should also be ensured that at the time of construction building material should be of good quality and the ratio of using material may be maintained.

CHAPTER IV

PERFORMANCE OF TEACHERS AND STUDENTS

Teachers' and Their Attendance

4.1 Primary School

We have surveyed 117 primary and 56 upper primary schools in the district. The information collected from those schools regarding number of teachers, their attendance, enrolment and achievement of children studying in sampled schools are described in this chapter. Out of 608 sanctioned positions of teachers 334 (55 per cent) were posted. In fact this proportion was lowest around 18 per cent in the case of Assistant Teachers followed by Head Masters 73 per cent and further it was 980 per cent in case of Shiksha Mitra. Average sanctioned position of teachers per school was around 5 which is quite reasonable. But actually availability comes to only 3 per school. The overall burden of teaching is on Shiksha Mitra because Head Masters are managing the primary school as a whole. This means a primary school is run by 2 Shiksha Mitras and one either Head Master or Assistant Teacher. At the time of survey in the Primary Schools by our team 87 per cent teachers were found present. The Table reveals that 43 teachers were not present on the date of our visit. The reasons stated that teachers were undergoing training, school related work and also 17 teachers were on leave. The serious thing was that out of 43 absent teachers 13 teachers (30 per cent) were actually absent from teaching without any reason and no information was given to the Head Masters by those teachers (see Table 4.1).

Findings and Suggestions

- The proportion of working teachers as against sanctioned teachers was around 55 per cent. It was very low in the case of Assistant Teachers (18 per cent).
- Out of sanctioned 5 teachers per primary school actual strength was only around 3.
- Only 43 teachers were not present in the school at the time of survey in the schools.
- Those teachers who were not attended school mentioned the reason of absenteeism, i.e., undergoing training, other work related to school and on leave.
- The vacant positions of teachers in any category should be filled so that teaching may not suffer.
- Absenteeism of teachers from the school is a serious matter. Out of 43 teachers 30 per cent teachers were absent from teaching without any information, therefore, it should be checked by surprise visits. Habitual absentee teachers may be issued warnings and other method also used to stop this practice.

Table 4.1: Teachers and their Attendance in Primary Schools

Sl No.	Particulars	Head Master	Asst. Teacher	Shiksha Mitra	Total
1	No. of Sanctioned Teachers	117 (19.24)	268 (44.08)	223 (36.68)	608 (100.0)
2	Average No. of Teachers Sanctioned per School	1.0	2.29	1.91	5.20
3	No. of Teachers Working in the Schools	86 (25.75)	47 (14.07)	201 (60.18)	334(100.0)
4	Average No. of Teachers Working per School	0.74	0.40	1.72	2.85
5	No. of Teachers found present on the Day of Visit	76 (26.12)	34 (11.68)	181 (62.20)	291 (100.0)
6	Average No. of Teachers found present on the Day of Visit per School	0.65	0.29	1.55	2.49
Reason of Absenteeism:					
a.	Training	2 (20.00)	4 (30.77)	--	6 (13.33)
b.	Sickness	--	--	--	--
c.	For Salary	--	--	--	--
d.	School Related Extra Work	5 (50.00)	2 (15.38)	--	7 (16.28)
e.	On Leave	3 (30.00)	4 (30.77)	10 (50.00)	17 (39.53)
f.	Others (Working in Board Examination)	--	3 (23.08)	10 (50.00)	13 (30.23)
	Total	10 (100.0)	13 (100.0)	20 (100.0)	43 (100.0)
8	Habitual Absentees	--	--	--	--

Source: Field Survey, SS Programme, District Lakhimpur Kheri.

4.2 Upper Primary School

Out of 229 sanctioned positions of teachers 56 were Head Masters and 173 Assistant Teachers in 56 Upper Primary Schools which was surveyed. Only 48 per cent position of Teachers were filled. The Table 4.2 indicates that 57 per cent positions of Head Masters and around 45 per cent Assistant Teachers were filled and working in the Schools.

Table 4.2: Teachers and Their Attendance in Upper Primary Schools

Sl. No.	Particulars	Head Master	Asst. Teacher	Total
1	No. of Sanctioned Teachers	56 (24.45)	173 (75.55)	229 (100.00)
2	Average No. of Teachers Sanctioned per School	1.0	3.09	4.09
3	No. of Teachers Working in the Schools	32 (29.36)	77(70.64)	109 (100.00)
4	Average No. of Teachers Working per School	0.57	1.38	1.95
5	No. of Teachers found present on the Day of Visit	25 (26.88)	68 (73.12)	93 (100.00)
6	Average No. of Teachers found present on the Day of Visit per School	0.45	1.21	1.66
Reason of Absenteeism:				
a.	Training	--	4 (44.44)	4 (25.00)
b.	Sickness	--	--	--
c.	For Salary	--	--	--
d.	School related Extra Work	3 (42.86)	--	3 (18.75)
e.	On Leave	4 (57.14)	2 (22.22)	6 (37.50)
f.	Others	--	3 (33.34)	3 (18.75)
	Total	7 (100.00)	9 (100.00)	16 (100.00)
8	Habitual Absentees	--	--	--

Source: Field Survey, SS Programme, District Lakhimpur Kheri.

The average number of teachers per school comes out to be around 2 which is quite low. Among existing strength of teachers the absenteeism rate was 15 per cent. It was striking that out of 16 absent teachers 3 (around 19 per cent) were not present in the school at the time of inspection without showing any reason and other absentees were on leave, extra work related to school or undergoing training.

Findings and Suggestions

- Out of 229 sanctioned teachers position around 48 per cent were filled.
- Average number of teachers per upper primary school was comes out to be 2.
- Regarding the attendance of teachers are concerned 85 per cent were present at the survey time.
- A serious concern was 3 Assistant Teachers who were not present and not availed any kind of leave. They were absent from the school at the time of inspection.
- The vacant positions in both the categories should be filled as soon as possible.
- Teachers who were absent without giving any reason may be checked by conducting surprise inspections.

4.3 Teachers' Training

As far as training of teachers is concerned, it was found that out of 334 teachers in primary and 109 in upper primary schools were in service in sampled schools. Among them 338 teachers of primary schools received any type of training but 4 teachers have taken more than one training. This means all the primary school teachers availed training facility. Around 70 per cent primary school teachers availed teaching learning training followed by other 17.75 per cent. Some teachers have participated in Library training. Very few per cent of teachers joined computer training course. In the case of Upper Primary School teachers only 54 per cent have taken some training or the other. However, if some teachers have participated in more than one training programme then this percentage will reduce further. But details are not available. Around 58 per cent teachers participating in teaching learning programme followed by computer course (20.03 per cent). Mostly the training programme venue was the BRC and in around 14 per cent cases the centre of training was DIET. A very high percentage of trainers came from outside. Around 68 per cent trainers were not from the office and only 28.48 per cent belonged to DIET faculty and BRC coordinators. The satisfaction level regarding the training inputs was very high (98.74 per cent). The duration of training varies in different courses. A high proportion of 69.27 per cent teachers reported that their duration was 4 to 6 days followed by 1 to 3 days (16.62 per cent).

Table-4.3: Teachers Training

Sl. No.	Particulars	Primary School	Upper Primary School	Total
1	Types of Training:			
	a. Teaching Learning	234 (69.23)	34 (57.63)	268 (67.51)
	b. Library	35 (10.36)	5 (8.47)	40 (10.08)
	c. Computer	9 (2.66)	13 (20.03)	22 (5.54)
	d. Other	60 (17.75)	7 (11.86)	67 (16.88)
	Total	338 (100.00)	59 (100.00)	397 (100.00)
2	Training Venue:			
	a. DIET	49 (14.50)	6 (10.17)	55 (14.85)
	b. BRC	276 (81.66)	34 (57.63)	310 (78.09)
	c. NRPC	4 (1.18)	14 (23.73)	18 (4.53)
	d. Other	9 (2.66)	5 (8.47)	14 (3.55)
	Total	338 (100.00)	59 (100.00)	397 (100.00)
3	Trainers:			
	a. DIET Faculty	31 (9.17)	12 (20.34)	43 (10.83)
	b. BRC Coordinator	63 (18.64)	7 (11.86)	70 (17.63)
	c. NRPC Coordinator	13 (3.85)	2 (3.39)	15 (3.78)
	d. Other	231 (68.34)	38 (64.41)	269 (67.76)
	Total	338 (100.00)	59 (100.00)	397 (100.00)
4	Satisfied with Training Inputs	336 (99.41)	56 (94.92)	392 (98.74)
5	Not Satisfied with Training Inputs	2 (0.59)	3 (5.08)	5 (1.26)
6	Duration of Training:			
	a. 1 to 3 Days	57 (16.86)	9 (15.25)	6 (16.62)
	b. 4 to 6 Days	232 (68.64)	43 (72.88)	275 (69.27)
	c. 7 to 15 Days	32 (9.47)	4 (6.78)	36 (9.07)
	d. Up to 30 Days	17 (5.03)	3 (5.08)	20 (5.04)
	Total Teachers Trained	338 (100.00)	59 (100.00)	397 (100.00)

Source: Field Survey, SS Programme, District Lakhimpur Kheri.

Findings and Suggestions

- Different types of training were provided to 54 per cent in case of upper primary and to all primary school teachers.
- Main training was teaching learning provided to 69 per cent primary and 58 per cent upper primary school teachers.
- The main centres of training were DIET and BRCs.
- Around 68 per cent trainers came from outside the official staff.
- The main duration of training was 4 to 6 days (69 per cent).
- The satisfaction level of teachers regarding training was very high (98.74 per cent).
- Finally, we can say that the training programme has been run successfully.

4.4 Enrolments and Attendance

As per the primary survey among the primary and upper primary schools in the district the total number of children enrolled in primary and upper primary schools upto September 2008 were 12370 and 4615 respectively. According to the school register it was 12261 in primary and 4553 in upper primary. The difference works out to be 109 and 62. It has been verified from the register that out of a total 24360 enrolled students according to register 51.67 per cent were

marked present and among them 49.53 per cent were present at the visit day of the team in primary school which have been surveyed. This means 2.14 per cent children were not present although marked present in the register. Regarding the difference between boys and girls it was found that around 49 per cent boys and 50 per cent girls were present in the date of visit in the primary schools whereas in the upper primary school presence in the day visit was 57 per cent among boys and 60 per cent in girls. The analysis show that the actual presence of children in both categories of schools was comes out to be 58 per cent per school. Another issue is average strength of children per school. According to the register of schools it was found that the average number of students enrolled was 200 and 160 in primary and upper primary schools respectively. However, the presence of average number of students was 103 in primary school and 93 in upper primary schools. Out of 117 primary and 56 upper primary schools 3 per cent and 21 per cent respectively having low attendance.

Table 4.4: Enrollment and Presence of Students

Sl. No.	Particulars	Total No of Student up to Sep 30, 2008	No. of Enrollment Student according to Register	No. of Present Student according the Register	No. of Student Present in the Date of Visit	No. of Schools with Low Attendance
1 Primary School	• No. of Boys	12370	12261 (100.0)	6260 (51.06)	5961 (48.62)	37
	• Average no. of Boys per School	105.73	104.79	53.50	50.95	
	• No. of Girls	12314	12099 (100.00)	6328 (52.30)	6106 (50.47)	
	• Average no. of Girls per School	105.25	103.41	54.09	52.19	
	• No. of Total Student	24684	24360 (100.00)	12588 (51.67)	12067 (49.53)	
	• Average no. of Students per school	210.97	208.21	107.59	103.14	
2 Upper Primary School	• No. of Boys	4615	4553 (100.00)	2724 (59.83)	2574 (56.63)	12
	• Average no. of Boys per School	82.41	81.30	48.64	45.96	
	• No. of Girls	4474	4427 (100.00)	2794 (62.66)	2638 (59.59)	
	• Average no. of Girls per School	79.89	79.05	49.89	47.11	
	• No. of Total Student	9089	8980 (100.00)	5518 (61.45)	5212 (58.04)	
	• Average no. of Students per School	162.30	160.36	98.54	93.07	

Source: Field Survey, SS Programme, District Lakhimpur Kheri.

Findings and Suggestions

- Around 50 per cent students in primary and 42 per cent students in upper primary schools were found absent from the school at the time of school visit.
- In both categories of schools the proportion among absentee was higher in the case of boys as against to girls.
- Out of surveyed schools among both categories 31 per cent school in primary and 21 per cent in upper primary having low attendance.
- False attendance of students in register of schools marked by teachers in primary as well as upper primary schools. It was verified by the team when they visited the schools.
- Absenteeism problem among students is a serious issue It should be taken care by the VECs.
- Another step to minimize the absentee problem can be solved by vacant positions filled in both categories of schools in the district.

4.5 Reasons of Absenteeism Among Children

In Table 4.4 number of schools having low attendance was mentioned. We have tried to investigate the reasons of absenteeism among students. The reasons of absenteeism was reported in Table 4.5. The main reason (agricultural activity) was reported by 39 per cent of schools comprising 43 per cent in primary and 25 per cent in upper primary schools followed by other activities like participation in festivals, social ceremonies and household work. Lack of education facility was also reported in upper primary school by around 17 per cent of schools.

Table 4.5: Reasons of Absenteeism among Students

Sl. No.	Reason for Absent	Primary School	Upper Primary School	Total
1	Agricultural Activity	16 (43.24)	3 (25.00)	19 (38.78)
2	Local Fairs/Markets	4 (10.81)	1 (8.33)	5 (10.20)
3	Discrimination in Facilities	2 (5.41)	1 (8.33)	3 (6.12)
4	Occasions (Marriage Parties and Festivals)	5 (13.51)	0 (0.00)	5 (10.20)
5	Lack of Education	3 (8.11)	2 (16.67)	5 (10.20)
6	Due to New School	2 (5.41)	1 (8.33)	3 (6.12)
7	Other	5 (13.51)	4 (33.34)	9 (18.38)
	Total	37(100.00)	12 (100.00)	49 (100.00)

Source: Field Survey, SS Programme, District Lakhimpur Kheri.

Findings and Suggestions

- A high proportion of around 39 per cent schools reported absenteeism of students due to their participation in agricultural activities.
- In Upper Primary Schools lack of education was also mentioned the important causes.
- Other activities placed in second number of merit.
- The absenteeism problem can be minimized through the involvement of VECs.

4.6 Efforts for Improving Students' Attendance

Table 4.6 reveals that great efforts were done by VECs and PTAs in improving students' attendance in the low attendance schools. In 63 per cent cases VECs called meetings to solve the absenteeism problem with parents of absent children. Efforts were also made in PTA meetings with parents to send their children regularly in the school. All kind of efforts were made for improving students' attendance in the school where attendance was found low.

Table 4.6: Efforts for Improving Students' Attendance

Sl. No.	Particulars	Primary School	Upper Primary School	Total
1	Efforts made by the Schools:			
	a. Interactions with Parents	44 (39.64)	26 (50.98)	70 (43.21)
	b. Through Information Notice	50 (45.04)	13 (25.49)	63 (38.89)
	c. Other	17 (15.32)	12 (23.53)	29 (17.90)
	Total	111 (100.00)	51 (100.00)	162 (100.00)
2	Efforts made by V.E.C.:			
	a. Awareness in Community	18 (24.66)	7 (29.17)	25 (25.77)
	b. Meeting of VEC	48 (65.75)	13 (54.17)	61 (62.89)
	c. Others	7 (9.59)	4 (16.66)	11 (11.34)
	Total	73 (100.00)	24 (100.00)	97 (100.00)
3	Efforts made by P.T.A.:			
	a. Interaction with Parents	49 (57.65)	21 (56.76)	70 (57.37)
	b. Regularly Meeting of P.T.A.	25 (29.41)	12 (32.43)	37 (30.33)
	c. Distribution of Facilities	5 (5.88)	3 (8.11)	8 (6.56)
	d. Other	6 (7.06)	1 (2.70)	7 (5.74)
	Total	85 (100.00)	37 (100.00)	122 (100.00)

Source: Field Survey, SSAA Programme, District Lakhimpur Kheri.

Findings and Suggestions

- Maximum efforts were done by VEC.
- Around 57 per cent efforts made by PTA through interacting with parents.
- A significant effort was also made by school facing this problem.

4.7 Achievement Level of Students

In order to assess the achievement level of children 4 students from each school were selected from both categories of schools (117 primary and 58 upper primary level). A test was undertaken among the selected children of Class V in Hindi, English and Mathematics. The norms of grading system was being well implemented in schools. A total of 468 students were tested in primary schools while the corresponding figure for upper primary school was 232.

(a) Primary School

Table 4.7(A) provides the achievement levels of the students studying in Class V. The test result shows the performance level of children in Hindi, it was relatively better as compared to the performance in English or Mathematics although there were some exceptions. The percentage of schools achieving A grade was low and fluctuated between 3.5 per cent and 8.5 per cent in different subjects. Most of the schools were concentrated in 'C' and 'D' categories. Hindi reading for example accounted for almost 61 per cent schools and Hindi writing around 50 per cent. Similar figures were also found in English and Maths where nearly half of the children received 'C' and 'D' grades. The maximum number of failures was in Maths and the proportion was as high as around 27 per cent. The next subject with

high failure was English writing almost (25 per cent). English reading and Hindi writing was also a matter of concern with around 20 per cent schools having failures in each subject. A relatively better performance was in Hindi reading but here too 15 per cent schools classified in Grade E. The only saving grace was that around in one-fourth of the schools children had secured 60 per cent or above in Hindi and English while the figure of such schools was only around 15 per cent in the case of Mathematics.

Table 4.7(A): Grading of Schools According to Performance of Students in Tests in Primary Schools

Achievement Level	Hindi		English		Mathematics
	Reading	Writing	Reading	Writing	Writing
'A' (75% & above)	6 (5.13)	10 (8.55)	5 (4.27)	10 (8.55)	4 (3.420)
'B' (60 – 74%)	22 (18.80)	26(22.22)	27 (23.08)	22 (18.80)	14 (11.97)
'C' (50 – 59%)	36 (30.77)	35 (29.41)	30 (25.64)	21 (17.95)	23 (19.66)
'D' (33 – 49%)	35 (29.91)	23 (19.66)	32 (27.35)	34 (24.06)	36 (30.77)
'E' (Below 32%)	18 (15.38)	23 (19.66)	23 (19.66)	30 (25.64)	40 (34.18)
Total Students	117 (100.00)				

Source: Field Survey, SSA Programme, District Lakhimpur Kheri.

Findings and Suggestions:

- Achievement level of majority of children were not found very satisfactory.
- Mathematics has emerged as the most complicated subject among children.
- Since SSA lays a great emphasis on the quality of education it seems that the system has some inherent problems therefore appropriate steps need to be taken to ensure the quality of education among the children of primary schools. In this regard strength of teachers should be as per norms which imply that all vacant positions in the district should be filled. Another aspect to be taken care of is regular teaching in the schools. VECs can also play an active role in this connection by ensuring regularity of teachers in the schools.

(b) Upper Primary School

As far as performance of children in upper primary schools were concerned only 13 per cent and 14 per cent schools had achieved 'A' grade in English Reading and Writing respectively. In Hindi and Maths the 'A' Grade of achievement level among children was very low. Science is the only subject where the achievement level of students was found very satisfactory (36 per cent schools). The maximum number of students failed in Maths (50 per cent). Further the failure percentage fluctuated between 13 to 23 per cent in Hindi, English and Science. Except Maths the overall performance of school in other subjects were found satisfactory and most schools come under the category A, B and C (50 to more than 75 per cent) (see Table 4.7(B)).

Table 4.7(B): Grading of Schools According to Performance of Students in Tests in Upper Primary Schools

Achievement Level	Hindi		English		Maths	Science
	Reading	Writing	Reading	Writing		
'A' (75% & above)	7 (12.50)	8 (14.29)	4(7.14)	4(7.14)	2 (3.57)	20 (35.71)
'B' (60 – 74%)	15 (26.79)	15 (26.79)	14 (25.00)	18 (32.14)	4 (7.14)	15 (26.79)
'C' (50 – 59%)	14 (25.00)	11 (19.64)	12 (21.43)	11 (19.64)	6 (10.71)	7 (12.50)
'D' (33 – 49%)	10 (17.86)	9 (16.07)	14 (25.00)	12 (21.43)	16 (28.57)	7 (12.50)
'E' (Below 32%)	10 (17.85)	13 (23.21)	12 (21.43)	11 (19.65)	28 (50.01)	7 (12.50)
Total	56 (100.00)					

Source: Field Survey, SSA Programme, District Lakhimpur Kheri.

Findings and Suggestions:

- Achievement level of majority of children were found very satisfactory (except Maths).
- Science is the only subject where the performance level was relatively high.
- It should be ensured that the Maths teachers in each Upper Primary School regularly take classes and solve the problems of students.

4.8 Behavior of Students with their Teachers

As far as behaviour of the students with teachers were concerned, good behaviour was reported from a very high proportion of 76 per cent in Primary School. But a relatively lower percentage (57) have good relations in Upper Primary Schools. Around 10 per cent of students were ill mannered in both categories of schools.

Table 4.8: Behaviour of Students

Sl No	Behavior Of Students With Teacher	Primary School	Upper Primary School	Total
1.	Good	17 (14.53)	32 (57.14)	49 (28.32)
2.	Satisfactory	89 (76.07)	18 (32.14)	107 (61.85)
3.	Bad	11 (9.40)	6 (10.71)	17 (8.93)
4	Total	117(100.00)	56(100.00)	173(100.00)

Source: Field Survey, SSA Programme, District Lakhimpur Kheri.

Findings and Suggestions:

- A high percentage (76) in Primary School have satisfactory behaviour among students.
- Among Upper Primary Schools 57 per cent students have good relations with their teachers.
- Overall around 90 per cent students have good and satisfactory relation with teachers.

4.9 Enrolment of Students with More or Less Age and Left out

(a) Students Enrolled with More or Less Age

The analysis presented in Table 4.9 (A) revealed that the norms related to enrolment in the schools had been followed. In the cases of number of enrolled children with more or less age group in both primary and upper primary schools was less than 1 per cent, which was negligible. These cases were spread over 12 schools in less cases and 18 schools in more cases in primary schools. As far as upper primary schools were concerned, 4 schools in less and 16 schools in more categories were reported. Average number of enrolled students with less or more age per primary school constituted 2.17 and 2.89 respectively. In the case of upper primary schools the figures were 4.75 in less and 3.94 in more.

Table 4.9 (a): Students Enrolled with Less or More age Group

Sl. N	Particulars	Primary Schools		Upper Primary Schools	
		Less	More	Less	More
1	No. of Enrolled Students with More or Less Age	26 (0.11)	51 (0.21)	19 (0.21)	63 (0.70)
2	No. of Schools with Less or More Age Student	12 (10.26)	18 (15.38)	4 (7.14)	16 (28.57)
3	Average no. of Enrolled Student with More or Less Age per School	2.17	2.89	4.75	3.94

Source: Field Survey, SSA Programme, District Lakhimpur Kheri.

The total number of children enrolled in primary and upper primary schools were 12370 and 4615 respectively upto September 2008. Actual enrolment was 12261 in primary and 4553 in upper primary schools. The left out students were 109 and 62 in primary and upper primary schools respectively. Among left out students some were studying in other schools and their percentage was 71.37 in the case of girls and percentage in boys was 28.63 in primary schools. But in the case of upper primary schools the percent was found equal. Out of total left out students around 25 per cent actually left out the primary and upper primary schools. The number of net left out children was 69 among 40 schools and 42 among 18 schools in primary and upper primary schools respectively. Average number of students who repeated their classes were calculated 5.16 primary and 5.0 per school in upper primary schools (see Table 4.9 b).

Table 4.9(b): Left out Students During the Study

Sl. No.	Particulars	Primary School			Upper Primary School		
		Boys	Girls	Total	Boys	Girls	Total
1.	No. of Students Enrolled on September 30, 2008	12370	12314	24684	4615	4474	9089
2.	No. of Students as per Register in the day of visit	12261 (104.79)	12099 (103.41)	24360 (208.20)	4553 (81.30)	4427 (79.05)	8980 (160.36)
3	Left Out Students	109 (33.65)	215 (66.35)	324 (100.00)	62 (56.88)	47 (43.12)	109 (100.00)
4	Left out Students Studying in Other Schools	73 (28.63)	182 (71.37)	255 (100.00)	34 (50.75)	33 (49.25)	67 (100.00)
5	Net Students Left Out	36 (52.17)	33 (47.83)	69 (100.00)	28 (6.67)	14 (33.33)	42 (100.00)
6	No. of Schools having student Drop out	40			18		
7	Student Drop Out per school	8.1			6.06		
8	No. of students studying in same class	232			130		
9	No. of Schools where students studying same class	45			26		
10	Average No. of student studying in same class per school	5.16			5.00		

Source: Field Survey, SSA Programme, District Lakhimpur Kheri.

Findings and Suggestions

- Less than one per cent children were found enrolled in both categories of schools in more or less age groups.
- Average number of enrolled students with more and less age per school constituted only 2.17 and 2.89 in primary and upper primary schools respectively.
- Actually net left out children was found 25 per cent to the total of left out children.
- Students drop out per school calculated around 8 and 6 in primary and upper primary schools respectively.

4.10 Children with Special Needs (CWSN)

The details regarding the children with special needs are provided in Table 4.10(a). According to child survey carried out in our sample villages 178 students were identified. Among them 133 students were from primary and 45 were found in the upper primary schools. Out of total identified children with special needs 82 per cent cases were enrolled in schools. Around 80 per cent disabled children accounted 78.57 per cent boys and 81.63 per cent girls were enrolled in primary school. Similarly in case of upper primary schools around 81 per cent comprises 90 per cent boys and 88 per cent girls. A highest disability was in the legs around 47 per cent followed by problem in hearing and speaking 26 per cent and the rest 27 per cent was of disability in the hand or both hands and legs. The similar kind of picture regarding in per cent in type of disability emerges even in upper primary schools.

Table 4.10(a): Children with Special Needs (CWSN)

Sl No.	Particulars	Primary School	Upper Primary School	Total
1	No. of Disabled Children in Village related to School:			
a.	Boys	84 (63.16)	29 (64.44)	113 (63.48)
b.	Girls	49 (36.84)	16 (35.56)	65 (36.52)
	Total	133 (100.00)	45 (100.00)	178 (100.00)
2	No. of Enrolled Disabled Children:			
a.	Boys	66 (78.57)	26 (89.66)	92 (81.42)
b.	Girls	40 (81.63)	14 (87.50)	54 (83.08)
	Total	106 (79.70)	40 (80.89)	146 (82.02)
3	Types of Disability in Students:			
a.	Legs	41 (38.68)	27 (67.50)	68 (46.58)
b.	Hand	10 (9.45)	5 (12.50)	15 (10.27)
c.	Legs and Hand Both	23 (21.70)	2 (5.00)	25 (17.12)
d.	Others	32 (30.19)	6 (15.00)	38 (26.03)
	Total Disabled Students	106 (100.00)	40 (100.00)	146 (100.00)

Source: Field Survey, SSA Programme, District Lakhimpur Kheri.

Findings and Suggestions

- Total number of disabled children identified was 178 among 133 children were in primary and 45 children were from upper primary schools.
- Out of 133 disabled children in primary schools around 80 per cent were enrolled and in case of upper primary schools.
- Around 80 per cent in primary and 81 per cent in upper primary school children were enrolled as against 133 and 45 children respectively.

In the primary schools only 11.32 per cent children among the total disabled children received some facility to overcome their physical handicap. The aids included tricycles, sticks for the blind and hearing aids. In the upper primary school the proportion of children receiving aid to total disabled children was somewhat better (20 per cent). All the aids provided related to disability of the lower limbs (for detail see Table 4.10(b)).

It was observed that in almost 89 per cent primary schools and 82 per cent upper primary schools proper ramps had been constructed for the benefit of disabled children (Table 4.10(b)).

Table 4.10(b): Provisions for Children with Special Needs (CSWN)

Sl. No.	Particulars	Primary School	Upper Primary School	Total
1	Facilities provided to the Student:	--	1 (12.5)	1 (50.00)
	• No. Of student with artificial Limbs	--	--	--
	• Crutches	3 (25.00)	2 (25.00)	5 (25.00)
	• Tricycles	--	1 (12.50)	1 (50.00)
	• Wheel Chair	1 (8.33)	--	1 (5.00)
	• Stick for Blind	--	4 (50.00)	4 (20.00)
	• Calicepers	8 (66.67)	--	8 (40.00)
	• Hearing Aids	--	--	--
	Total	12 (11.32%) (100.00)	8 (20.00%) (100.00)	20 (13.70%) (100.00)
2	No. of Schools with Ramps	104 (88.89)	46 (82.14)	150 (86.71)
3	No. of Schools without Ramps	13 (11.11)	10 (17.86)	23 (13.29)
4	No. of Parents Counseled about CWSN Care	117 (100.00)	56 (100.00)	173 (100.00)
5	No. of Schools in which Parents Counseled about CWSN Care	66	29	95
6	Average no. of Parents Counseled per School	2.24	1.93	2.15

Source: Field Survey, SSA Programme, District Lakhimpur Kheri.

4.11 Distribution of Free Text Books

As far as the distribution of free books are concerned, the primary and upper primary schools have done a very good job because in the former almost the entire number of boys and girls received books. In the case of the latter the situation was slightly lower at around 97 per cent. What was equally important was that almost 95 per cent schools of both categories could distribute books among children on a timely basis. The main reasons of delay in around 5 per cent schools was primarily because late delivery or inadequate supply of books from the district office (see Table 4.11).

Table 4.11: Free text book Distribution

Sl. No	Particulars	Primary School	% receiving book to total enrolled children	Upper Primary School	% receiving book to total enrolled children	Total
1	Students provided Free Text Books of All Subjects:	12337 (50.14)	99.73	4459 (50.44)	96.62	16796 (50.22)
	• Boys	12269 (49.86)	99.63	4381 (49.56)	97.92	16650 (49.78)
	• Girls	24606 (100.00)	99.68	8840 (100.00)	97.26	33446 (100.00)
2	No. of Schools in which Book Distribution Delayed	6 (5.13)		3 (5.36)		9 (5.20)
3	No. of Schools in which Book Distribution have been Done Timely	111 (94.87)		53 (94.64)		164 (94.80)
4	Total No of schools in which book distributed	117 (100.00)		56 (100.00)		173 (100.00)
5	Reason for delay in Text Book Distribution:					
	a. Delay Delivery from District Office	2 (33.33)		2 (66.67)		4 (44.44)
	b. Less availability of Books	3 (50.00)		1 (33.33)		4 (44.44)
	c. Others	1 (16.67)		0		1 (11.12)
	Total	6 (100.00)		3 (100.00)		9 (100.00)

Source: Field Survey, SSA Programme, District Lakhimpur Kheri.

Findings and Suggestions

- Almost all the enrolled students received free text books in both primary and upper primary schools.
- The main reason was late delivery of books from the district headquarter.
- Regular supply of books may be ensured from the BSA office.

CHAPTER V

MID-DAY MEAL PROGRAMME

5.1 Details of Mid-Day Meal

As per the provision of SSA both primary and upper primary schools have to provide children free cooked meals on each day the school is open. Unfortunately the situation in the schools surveyed by us does not present a very good picture. In as many as 47 and 34 per cent primary and upper primary schools no mid-day meal has been served for the last one month prior to the day of our school visit. This is because supply of ration has not been made available to the schools. Another reason for not cooking meals in two primary schools was that the cooking allowance under conversion cost had not been received. However, in all schools where mid-day meal served regularly the children are receiving hot cooked meals (Table 5.1).

Table-5.1: Details of Mid Day Meal

Details	Food Served or Not				Reason for not cooking food		Whether hot meal is served				
	Primary		Upper Primary		Primary	Upper Primary	Primary		Upper Primary		
	Yes	No	Yes	No	Non-Availability of Ration	Cooking cost	Non-Availability of Ration	Yes	No	Yes	No
Student	62	55	37	19	53	2	19	62	--	55	--
Teachers	62	55	37	19	53	2	19	62	--	55	--
Parents	62	55	37	19	53	2	19	62	--	55	--
Total Sample	117		56								

Source: Field Survey, SSA Programme, District Lakhimpur Kheri.

5.2 Student Taking Mid-Day Meal

The number of children taking meals is directly related to the attendance of children on that given day. According on the day of our visit since the attendance was as low as around 51 per cent and 56 per cent in primary and upper primary schools respectively. The number of children taking meals as per the Mid-Day Meal register was therefore restricted to the percentage mentioned above. In fact this number was even smaller than the number of students who had taken meals the previous day as shown in Table 5.2. However, the number

of children who actually took meals was less as compared to the Mid-Day Meal register by around 5 per cent in both categories of schools which goes to show that the Mid-Day Meal registers are not accurately being filled. Very few children are not taking Mid-Day Meal in school and prefer to bring their own Tiffin box.

Table 5.2 : Enrolment/Present/Number of Students Taking Meals

Sl. No.	Details	Previous Day of Visit		On the day of Visit		Gaps	
		Primary	Upper Primary	Primary	Upper Primary	Primary	Upper Primary
1	Enrolment	13288	5431	13288	5431	--	--
2	No. of Children present in the school on the day of visit	7466 (56.19)	3442 (63.38)	6737 (50.70)	3025 (55.70)	729 (-9.75)	417 (-12.12)
3	No. of Children availing MDM as per MDM register	7466	3442	6737	3025	729	417
4	No. of Children actually availing MDM on the day of visit	--	--	6497 (96.44)	2889 (95.50)	240	136
5	No. of students bringing lunch from home	--	--	16	8	--	--
	Total						

Source: Field Survey, SSA Programme, District Lakhimpur Kheri.

5.3 Regularity in Delivery of Food Grains to Schools

It has already been indicated that in a large number of schools mid-day meals have not been served for about a month. This is so because of non-availability of cereal from the fair price shop. Even in schools where supply is regular around 42 per cent primary schools are getting enough stock to last one month. The percentage is as low as around 22 per cent in the case of Upper Primary Schools (see Table 5.3).

Table 5.3: Regularity in Delivery and Food Grains to Schools

Sl. No.	Particulars	Primary School			Upper Primary School		
		Yes	No	Total	Yes	No	Total
1	Regular supply of cereal to school	62	55	117	37	19	56
2	If delay in supply, then reasons						
(a)	Stock not available	--	55	--	--	37	--
3	Buffer Stock at schools for one month	26 (41.94)	36 (58.06)	62 (100.00)	8 (21.62)	29 (78.39)	37 (100.00)
4	Food Grains delivered at the schools	62	--	62	37	--	37

Source: Field Survey, SSA Programme, District Lakhimpur Kheri.

5.4 Regular Availability of Funds to Meet Cost of Cooking

In all schools where food is being cooked regularly the cooking cost are being received in advance almost regularly. In case of an occasional delay the Gram Pradhan manages fund from his own resources (Table 5.4).

Table 5.4: Regular Availability of Funds to Meet Cost of Cooking

Sl. No.	Particulars	Primary School			Upper Primary School		
		Yes	No	Total	Yes	No	Total
1	Schools receiving cooking cost in advance regularly	62	--	62	37	--	37
2	If No, schools manage MDM programme through:	—	—	—	—	—	—
3	School Teacher paid from own sources	—	—	—	—	—	—
4	Gram Pradhan paid from own sources	62	--	62	37	--	37
5	Carried at shop keeper	—	—	—	—	—	—
6	Not supplied of MDM	—	—	—	—	—	—
7	Cooking cost of MDM paid by Cash	62	--	62	37	--	37

Source: Field Survey, SSA Programme, District Lakhimpur Kheri.

5.5 Social Dimension and Satisfaction of Students

All schools covered by us in each category had displayed the MDM menu on the wall and apparently there is no discrimination in terms of caste, gender or religion while serving mid-day-meals. The problem however lies in the fact that some schools are not cooking mid-day meals in accordance to its menu. The proportion of defaulters was as high as 40 and 43 per cent in primary and upper primary schools respectively. Similarly in 31 per cent primary and 27 per cent upper primary schools the students were unhappy with the quality of food being served to them. The two reasons for their dissatisfaction are that schools do not follow the menu and quality of food is poor (see Table 5.5).

Table 5.5: Social Equity/Variety, Quality, Quantity of Meals and Supplements

Sl. No.	Particulars	Primary School			Upper Primary School		
		Yes	No	Total	Yes	No	Total
1	Discrimination of caste/gender & religion in food servicing	—	62	62	—	37	37
2	No. of schools in which menu written on wall	117	—	117	56	—	56
3	Food supplied according to weekly menu	37	25	62	21	16	37
4	Daily menu includes rice/wheat, dal & vegetables	62	—	62	37	—	37
5	No. of schools where students are satisfied with the quality of food	43	19	62	27	10	37
6	No. of school where students are happy with the quantity of food	62	--	62	37	--	37
7	Reason for not being happy with the mid-day meal:						
(a)	Food haven't been cooked according to menu	25	—	25	21	—	21
(b)	Lack of quality	19	—	19	10	—	10
(c)	Lack of quantity	—	—	—	—	—	—

Source: Field Survey, SSA Programme, District Lakhimpur Kheri.

5.6 Food Supplements

Provision of food supplement is a highly neglected area in primary and upper primary schools. Only 31 per cent primary schools give micro nutrients and de-worming medicines to their children. The proportions of even upper primary schools are almost similar. Main source of providing micro nutrients is the ANM and supply is given on a monthly basis (Table 5.6).

Table 5.6: Food Supplement

Sl. No.	Particulars	Primary School			Upper Primary School		
		Yes	No	Total	Yes	No	Total
1	No. of Schools where students are given micro-nutrients and de-worming medicines	36	81	117	17	39	56
2	Micro-Nutrition:						
	(a) ANM	27	81	117	15	39	56
	(b) Others	9	--		2		
3	Duration/Frequency of Micro-Nutrition Supplements:						
	(a) Once in a month						
	(b) Twice in a month						
4	No. of schools where every student has been provided Health Care:						
	(a) Yes	11	106	117	4	52	56
	(b) No						

Source: Field Survey, SSA Programme, District Lakhimpur Kheri.

5.7 Status of Cook Under MDM

The cooks in our sample schools predominately belong to the OBC category, are females and it was encouraging to observe that a very high proportion of them are being paid wages regularly. Average amount received by cooks works out to Rs.740 and Rs.690 in primary and upper primary schools respectively. Except for 7 primary and 2 upper primary schools where contractors have been involved in cooking food is not only cooked but also served by the cook himself (See Table 5.7).

Table 5.7 Status of Cooks under MDM

Sl. No.	Particulars	Primary	Upper Primary
1	Social Categories of Cooks		
	a. Scheduled Caste	1 (1.20)	3 (5.88)
	b. Scheduled Tribes	--	--
	c. Minorities	3 (3.61)	2 (3.92)
	d. OBC	70 (84.34)	42 (82.35)
	e. Others (General)	9 (10.84)	4 (7.84)
2	No of School in which cooks have been paid regularly	54 (87.10)	34 (91.89)
3	No. of schools in which cooks have not been paid regularly	8 (12.90)	3 (8.11)
4	Average amount paid to cooks/helpers per month	740	690
5	No. of male cooks in the schools	21 (25.30)	11 (21.57)
6	No. of female cooks in the schools	62 (74.70)	40 (78.43)

7	No. of cooks/helpers adequate to meet the requirement of schools:	Primary		Upper Primary	
		Yes	No	Yes	No
	MDM food cooked and served by: (a) Cook/helper selected by Panchayat (b) SHG (c) NGO (d) Contractor	55 (88.71) -- -- 7 (11.29)	-- -- -- --	35(95.59) -- -- 2 (5.41)	-- -- -- --

Source: Field Survey, SSA Programme, District Lakhimpur Kheri.

5.8 Infrastructure for MDM Programme

Considerable discrepancy is found with respect to infrastructure for MDM. For example while 90 per cent primary schools have a pucca kitchen shed-cum-store. The corresponding percentage for UPS is only 13.5. However, in 12 UPS kitchen is under construction and in another 5 the amount has been sanctioned although construction not yet started. Wherever kitchen and store is available the facility is being utilized. Schools which do not have a kitchen at present the food is mainly being cooked in the Pradhan's house. In a few cases a contractor has been handed this responsibility as a make shift arrangement. No school lacks potable water for drinking or cooking purposes. The two main types of fuel used for cooking are LPG and fuel wood/cow dung (see Table 5.8).

Table 5.8: Infrastructure for MDM

Sl. No.	Particulars	Primary	UPS
1	No. of school with pucca kitchen shed-cum-store	56(90.32)	5(13.51)
2	No. of school without pucca kitchen shed-cum-store	6 (9.68)	32(86.49)
3	No. of schools with kitchen & store and in use	50(89.29)	4 (80.00)
4	No. of schools with kitchen & store not in use	6 (10.71)	1 (20.00)
5	No. of schools kitchen shed/store under construction	1 (16.67)	12 (37.50)
6	No of schools kitchen shed/store sanctioned but construction not started yet	1 (16.67)	5 (15.63)
7	No. of school kitchen-cum-store not sanctioned	4 (6.67)	15 (46.88)
8	If kitchen is not pucca, then where food is cooked and stored	—	—
9	Venue for cooking and foodgrains storage in schools kitchen have not been constructed	—	—
10	Cooked in open ground & foodgrains storage at Pradhan's House	6 (9.67)	32 (86.49)
11	Cooked in open ground & foodgrains storage at schools' room	—	—
12	Others (contractor)	7 (11.29)	2 (5.41)
13	No. of Schools with availability of Potable water for cooking and drinking purposes	62 (100.0)	37 (100.0)
14	No. of Schools without availability of potable water for cooking and drinking purposes	—	—
15	No. of schools with adequate utensils used for cooking	62 (100.0)	37 (100.0)
16	No. of schools where utensils are inadequate for cooking	—	—
17	Fuel used in cooking: (a) LPG (b) Kerosene Oil (c) Fuelwood/Cowdung	29 (46.77) — 33 (53.23)	16 (43.24) — 21 (56.76)

Source: Field Survey, SSA Programme, District Lakhimpur Kheri.

5.9 Safety and Hygiene

Safety and Hygiene conditions are more or less being taken care in Primary as well as UPS. This can be seen in terms of encouraging students to wash their hand before as well as after taking meals. Cooking is done with precaution to ensure that there is no fire and proper process of cooking and storage of food is maintained (see Table 5.9).

Table 5.9: Safety and Hygiene

Sl. No.	Particular	Primary		Upper Primary	
		Yes	No	Yes	No
1	No. of Schools with good environment, safety and hygiene	53 (85.48)	9 (14.52)	32 (86.49)	5 (13.51)
2	No. of schools where students are encouraged to wash hand before and after taking meals	50 (80.65)	12 (19.35)	31 (83.78)	6 (16.22)
3	No. of schools where students take meals by sitting in lies	62 (100.0)	—	37 (100.00)	—
4	No. of schools students conserve the water	17 (27.42)	45 (72.58)	26 (70.27)	11 (29.73)
5	No. of schools where process of cooking and storage of food are safe	62 (100.0)	—	37 (100.00)	—
6	No. of schools where no danger to catch fire	62 (100.0)	—	37 (100.00)	—

Source: Field Survey, SSA Programme, District Lakhimpur Kheri.

5.10 Community Participation

The level of community participation in the preparation and serving of MDM is quite low whether seen in terms of the participation of parents, VES or Panchayat, etc. In primary school the highest participation is of panchayat at only around 18 per cent while the lowest is the VEC/WEC around 5 per cent. The picture is similar in UPS with only around 8 per cent participation of VEC/WEC. Highest participation was of parents (around 22 per cent) (see Table 5.10).

Table 5.10: Community Participation in Mid-Day Meal

Sl. No.	Particulars	Primary School			Upper Primary School		
		Yes	No	Total	Yes	No	Total
1	Daily supervision, monitoring and participation						
(a)	Parents	9 (14.52)	53 (85.48)	62 (100.00)	8 (21.62)	29 (78.38)	37 (100.00)
(b)	VEC/WEC	3 (4.84)	59 (95.16)	62 (100.00)	3 (8.11)	34 (91.89)	37 (100.00)
(c)	Panchayat/Urban Bodies	11 (17.74)	51 (82.26)	62 (100.00)	5 (13.51)	32 (86.49)	37 (100.00)

Source: Field Survey, SSA Programme, District Lakhimpur Kheri.

5.11 Inspection and Supervision

In only around one-fourth of the primary schools and less than one-fourth of the UPS, do officials inspect the mid-day meal programme. In fact only the Block level officers conduct the inspection in both type of schools (See Table 5.11).

Table 5.11: Inspection and Supervision of Mid-Day Meal

Sl. No.	Particulars	Primary School			Upper Primary School		
		Yes	No	Total	Yes	No	Total
1	No. of school mid-day meal programme is inspected by:						
(a)	State level officers	—	—	—	—	—	—
(b)	District level officers	—	—	—	—	—	—
(c)	Block level officers	17 (27.42)	45 (72.58)	62 (100.00)	8 (21.62)	29 (78.38)	37 (100.00)

Source: Field Survey, SSA Programme, District Lakhimpur Kheri.

5.12 Impact of Mid-Day Meal Programme

An assessment of the impact of the Mid-Day Meal Programme reveals that its impact on enrolment as well as attendance of children is not very high. As far as enrolment is concerned it could be a reflection of the fact that enrolment levels are very high. Attendance of children in school is governed by a large number of factors. Some prominent factors being quality of education, sincerity among children themselves and the extent to which attending school is constrained by household chores in the case of girls and working is the case of children. Therefore, one has to consider these aspects in an impact assessment of MDM. Mid-day meal is an incentive but not a sufficient condition in itself to ensure regular attendance (see Table 5.12). The one grey area however is the irregular and inadequate improvement in nutritional and health status of children because micro-nutrients etc. are not being supplied regularly in all schools.

Table 5.12: Impact of MDM Programme

Sl. No.	Particulars	Primary School			Upper Primary School		
		Yes	No	Total	Yes	No	Total
(a)	Improvement in enrolment of children	28 (45.16)	34 (54.84)	62 (100.00)	16 (43.24)	21 (56.76)	37 (100.00)
(b)	Improvement of attendance of students	23 (37.10)	39 (62.90)	62 (100.00)	20 (54.05)	17 (45.95)	37 (100.00)
(c)	Improvement of nutritional & Health status of students	—	62 (100.0)	62 (100.00)	—	37 (100.0)	37 (100.00)
(d)	Other benefits due to security of MDM	—	—	—	—	—	—

Source: Field Survey, SSA Programme, District Lakhimpur Kheri.

Findings and Suggestions

- Since Mid-Day Meal programme is such a significant aspect of SSA the following three aspects need special attention:
 - (i) All schools must provide MDM regularly. For this proper supply of rations is essential.
 - (ii) To keep the food attractive all schools must regularly follow the menu and ensure that quality of food is maintained.
 - (iii) Health status is another important aspect which can not be ignored. Therefore regular and adequate supply of micro-nutrients needs to be accorded high priority by the official.

CHAPTER VI

VILLAGE EDUCATION COMMITTEES AND TEACHING LEARNING MATERIALS

6.1 Gender-wise Composition of VECs Members

As per information provided by the sample schools there were 877 VECs members in 117 primary and 56 upper primary schools. The average member per VECs was around 5. In terms of the participation of women in VECs was concerned, it was around 34 per cent in total. The similar participation was found in primary and upper primary schools (See Table 6.1).

Table 6.1: Gender wise VEC members

Sl. No.	Gender	Primary Schools	Upper Primary Schools	Total
1.	Female	390 (65.88)	192 (67.37)	582 (6.36)
2.	Male	202 (34.12)	93 (32.63)	295 (33.64)
	Total	592 (100.00)	285 (100.00)	877 (100.00)

Source: Field Survey, SSA Programme, District Lakhimpur Kheri.

6.2 Social Category-wise Composition of VECs Members

The Table 6.2 provides the detail about the representation of social categories in VECs as the member. Among the total numbers of VEC members the representation of OBCs constituted 42.53 per cent followed by SC 28.62 and in 23.68 General Castes. Scheduled Tribes and Minorities were only 5.47 per cent.

Table 6.2: Social categories wise VEC Members

Sl. No.	Caste	Primary Schools	Upper Primary Schools	Total
1.	Scheduled Castes	183 (30.91)	68 (23.86)	251 (28.62)
2.	Scheduled Tribes (Minorities)	31 (5.24)	17 (5.96)	48 (5.47)
3.	Other Backward Castes	242 (40.88)	131 (45.96)	373 (42.53)
4.	General Castes	136 (22.97)	69 (24.22)	205 (23.38)
	Total	572 (100.00)	285 (100.00)	877 (100.00)

Source: Field Survey, SSA Programme, District Lakhimpur Kheri.

Findings and Suggestions:

- The participation of women in VEC was around 34 per cent.
- Among total members of VEC, the proportion of OBC was highest around 43 per cent followed by SC (29.62) and General (23.38).

6.3(A) VEC Meetings

According to norms a VEC should meet at least once in a month. The Table 6.3A highlights that around 83 per cent VECs were organizing their meetings regularly. The average number of meetings held during last 6 months was calculated 3.22. It was 3.33 and in 2.98 primary and upper primary schools respectively.

Table-6.3 A: Details about VEC meeting

Sl. No.	Particulars	Primary School	Upper Primary School	Total
1	No. of School organized meeting: a. Yes b. No.	96 (82.05) 21 (17.95)	47 (83.93) 9 (16.07)	143 (82.66) 30 (17.34)
2	Average No. of Meeting only last 6 months	3.33	2.98	3.22

Source: Field Survey, SSA Programme, District Lakhimpur Kheri.

Findings and Suggestions

- Around 83 per cent VECs reported about regularity of meetings.
- Average number of meeting held in a month during last 6 months was 3.22.

6.3(B) Agenda of the Meetings

There was a list of 18 agenda items which were discussed in VEC meetings. Among 18 items the main issues were cultural programmes (16.5 per cent), enrolment (12.4 per cent), improvement in attendance (9.0 per cent), mid-day meal (7.72 per cent), cleaning (6.82 per cent) and 6.46 per cent discussed about construction of new buildings (see Table 6.3(B)).

Table-6.3 B: Agendas of VEC Meetings

Sl. No.	Particulars / Agendas	Primary School	Upper Primary School	Total
1	For New building	19 (4.87)	17 (10.18)	36 (6.46)
2	Recruitment of Shiksha Mitra	23 (5.90)	—	23 (4.13)
3	For improvement of presence	35 (8.97)	15 (8.98)	50 (8.98)
4	Enrollment	46 (11.79)	23 (13.77)	69 (12.39)
5	For Pots, Food and recruitment	3 (0.77)	5 (2.99)	8 (1.44)
6	Polio Drop	8 (2.05)	3 (1.80)	11 (1.97)
7	Mid day meal	28 (7.18)	15 (8.98)	43 (7.72)
8	Discussion	20 (5.13)	12 (7.19)	32 (5.74)
9	All maintenance work	23 (5.90)	5 (2.99)	28 (5.03)
10	For committee	10 (2.56)	10 (5.99)	20 (3.59)
11	Cleaning	28 (7.18)	10 (5.99)	38 (6.82)
12	Scholarship	18 (4.62)	9 (5.39)	27 (4.85)
13	Free dress	14 (3.59)	6 (3.59)	20 (3.59)
14	For FIR of Theft	11 (2.82)	7 (4.19)	18 (3.23)
15	Utilization Of Money	9 (2.31)	6 (3.59)	15 (2.69)
16	Plantation	19 (4.87)	8 (4.79)	27 (4.85)
17	Recruitment	—	—	—
18	Cultural Program	76 (19.49)	16 (9.59)	92 (16.52)
	Total	390(100.00)	167(100.00)	557(100.00)
	No. of Total school	117(100.00)	56(100.00)	173(100.00)

Source: Field Survey, SSA Programme, District Lakhimpur Kheri.

Findings and Suggestions

- The VECs meetings were held regularly.
- Average number of meetings per month organized during last six months were 3.22.

6.4 Participation in Meeting

Table 6.4 shows the low women participation in the meeting of VECs. Only 32 per cent women attending VECs meeting in primary schools and in upper primary schools their per cent was 31. Although male participation was 68.66 per cent. More or less the same picture was found in both categories of schools. The participation of members among Scheduled Castes was around one-fourth to the total as compared to males of other castes.

Table 6.4: Sex and Caste-wise VEC Members Attending the Meeting

Sl. No.	Gender	Primary School	Upper Primary School	Total
1	Female	342 (68.26)	175 (69.44)	517 (68.66)
2	Male	159 (31.74)	77 (30.56)	236 (31.34)
3	<u>Caste distribution among male:</u>			
	a. SC	92 (26.90)	34 (19.43)	126 (24.37)
	b. Other	250 (73.09)	141 (80.57)	391 (75.63)
	Total Member (Male + Female)	501 (100.0)	252 (100.0)	753 (100.0)

Source: Field Survey, SSA Programme, District Lakhimpur Kheri.

Findings and Suggestions

- Low women participation in VECs meting was found (34.34 per cent).
- Around one-fourth SC members were reported as compared to males of other castes.

6.5 VEC Training

The information supplied by the BSA office about the training of VECs members. It was reported that out of 173 sampled schools 135 schools (78.03) provided training to the members of VECs. The training was received by 644 (73.43 per cent) members. In primary school their percentage was 75 and 69 per cent in upper primary schools. The average number of members per school works out to be 5. Most of the members were satisfied with the training provided to them. Only 13 per cent members expressed their views about training was good.

Table 6.5: Details about VEC Training

Sl. No.	Gender	Primary Schools	Upper Primary Schools	Total
1	No. of Schools organized training of VEC members	91(77.78)	44(78.57)	135 (78.03)
2	No. of trained members	446 (75.34)	198 (69.47)	644 (73.43)
3	Average no. per schools	4.90	4.50	4.77
	Views of trained members in school regarding training:			
4	a. Best b. Good c. Satisfactory d. Bad	12 (13.19) 79 (86.81) --	5 (11.36) 39 (88.64) --	17 (12.59) 118 (87.41) --
	Total Schools organized training	91(100.00)	44(100.00)	135 (100.00)

Source: Field Survey, SSA Programme, District Lakhimpur Kheri.

Findings and Suggestions:

- The training was organized by 135 schools which was 78 per cent of the total sampled schools.
- Out of the total VECs, 644 (73.43 per cent) members received their training.
- The average number of trainees per school was 4.77.
- All the members those received training were of a view that training was either good or satisfactory.

6.6 Role of VEC in Improving the School Conditions

The training imparted to the VECs members was good and satisfactory as was reported in the previous table. When we talked about the role of VEC members in improving the conditions of the schools it was found that around 27 per cent primary and 19 per cent upper primary schools their participation was bad. The contribution was more remarkable in the presence of teachers in primary schools and enrolment of students in upper primary

schools. The different aspects like atmosphere of school, enrolment of students, presence of teachers and students improved in both primary and upper primary schools (Table 6.6).

Table 6.6: Role of VEC in Improving the Conditions of Schools

Sl. No.	Particulars	Atmosphere	Enrollment of Students	Presence of Teacher	Presence of Student	Total
1.	Primary School					
	a. Best	3(2.56)	6(5.13)	4(3.42)	2(1.71)	15(3.21)
	b. Good	23(19.66)	13(11.11)	19(16.24)	7(5.98)	62(13.25)
	c. Satisfied	64(54.70)	68(58.12)	69(58.97)	64(54.70)	265(56.62)
	d. Bad	27(23.08)	30(25.64)	25(21.37)	44(37.61)	126(26.92)
	Total	117(100.00)	117(100.00)	117(100.00)	117(100.00)	468(100.00)
2.	Upper Primary School					
	a. Best	2(3.57)	4(7.14)	1(1.79)	3(5.36)	10(4.46)
	b. Good	5(8.93)	9(16.07)	6(10.71)	5(8.93)	25(11.16)
	c. Satisfied	38(67.86)	34(60.72)	37(66.07)	38(67.86)	147(65.63)
	d. Bad	11(19.64)	9(16.07)	12(21.43)	10(17.85)	42(18.75)
	Total	56(100.00)	56(100.00)	56(100.00)	56(100.00)	224(100.00)

Source: Field Survey, SSA Programme, District Lakhimpur Kheri.

Findings and Suggestions:

- The contributions of VECs' in improving the conditions of the schools were found satisfactory.
- It was seen more remarkable in the case of presence of teachers at primary level and enrolment of students in upper primary schools.

6.7 Grants Received and Its Utilization in Primary Schools

Table 6.7 provides the details about the grants received and expenditure incurred in different heads in sampled schools during 2008-09. We found 100 per cent utilization in the Ramp construction and NPEGEL activities in the primary schools. In most of the heads grant has been utilized more than 73 per cent expect in the case of TLM (4 per cent) school electrification (25 per cent) and construction of new buildings (50 per cent). The share of grants per school for construction of new buildings was the highest and the lowest was in the case of TLM.

Findings and Suggestions

- There had been the full utilization of grants in the heads of Ramp – construction and NPEGEL.
- In some of the cases grant was underutilized like TLM, Electrification and construction of new buildings.
- The primary schools should ensure the timely and full utilization of grant.

Table 6.7: Utilization of Grants in Primary Schools, 2008-09

Sl. No.	Head of Aid	Received	Expenditure
1	School maintenance aid Average per school	846520 (100.00) 7235	756613 (89.38) 4666
2	School development Average per School	539952 (100.00) 4614	464839 (86.09) 3972
3	Honorarium for Para teacher (Shiksha Mitra) Average per School	2933800 (100.00) 25075	2888400 (98.45) 24687
4	Construction of Building Average per School	836000 (100.00) 418000	666000 (79.67) 333000
5	Construction of Rooms Average per School	1320000 (100.00) 11282	990000 (75.00) 8461
6	Construction of Toilet Average per School	1080000 (100.00) 9230	788000(72.96) 6735
7	Construction of Boundary Average per School	270245(100.00) 2309	270245 (100.00) 2309
8	TLM Average per School	18500 (100.00) 158	1500 (8.11) 12
9	Ramps Construction Average per School	6500 (100.00) 55	--
10	NPEGEL Average per School	--	--
11	Honorarium for Acharya Average per School	--	--
12	Electrification Average per School	619736 (100.00) 5296	176128 (28.42) 1505
13	Others Average per School	1116842(100.00) 9545	909647 (81.45) 7774

Source: Field Survey, SSA Programme, District Lakhimpur Kheri.

6.8 Grants Received and Its Utilization in Upper Primary Schools

The headwise grants received and expenditure for upper primary schools during 2008-09 has been given in Table 6.8. The figures reveal that except in few activities the amount is spent was more than 73 per cent. There had been the activities like Ramp construction and NPEGEL where full grant is utilized. The share of grant per school was found highest in construction of new buildings. In the case of construction of boundary wall and honorarium for Acharya no money was received. The lowest expenditure was for TLM (3.85 per cent) followed by Electrification (24.95 per cent).

Table 6.8: Utilization of Grants in Upper Primary Schools, 2008-09

Sl. No.	Head of Aid	Received (Rupees)	Expenditure (Rupees)
1	School maintenance aid Average per school	403176 (100.00) 7199	353682 (87.72) 6315
2	School development Average per School	341000 (100.00) 6089	313000(91.79) 5589
3	Construction of Building Average per School	2209064 (100.00) 552266	1096500 (49.64) 274125
4	Construction of Rooms Average per School	1470000 (100.00) 26250	1252000 (85.17) 22357
5	Construction of Toilet/Kitchen Average per School	1550000(100.00) 27678	1294000 (83.48) 23107
6	Construction of Boundary Average per School	-	-
7	TLM Average per School	13000 (100.00) 232	500 (3.85) 8
8	Ramp Construction Average per School	4425 (100.00) 79	4425 (100.00) 79
9	NPEGCC Average per School	475000 (100.00) 848	47500 (100.00) 848
10	Honorarium for Acharya Average per School	--	--
11	Electrification Average per School	403832(100.00) 7211	100752 (24.95) 1799
12	Others Average per School	270998 (100.00) 4839	196640 (72.56) 3511

Source: Field Survey, SSA Programme, District Lakhimpur Kheri.

Findings and Suggestions:

- There were two major heads – construction of new buildings and additional class room where grant was highest.
- In the case of construction of new building is concerned, only 50 per cent grant has been utilized. It should be ensured that schools utilized their grants timely.

6.9 Availability of Construction Related Records with VEC

With respect to various aspects related to construction in the schools, the situation in primary schools are not very satisfactory. In over half the schools the VECs did not have construction work manual and in another 50 per cent schools VECs have not kept proper records of the funds. The number of VECs where even proper item-wise accounts were not maintained was as high as 79 per cent. The situation was even worse in the case of upper primary schools as can be seen from Table 6.9.

Table 6.9: Availability of Construction Related Records with VEC

Sl. No.	Gender	Primary Schools	Upper Primary Schools
1	No. of total schools	117	56
2	Construction work manual with village education committee	56 (47.86)	13 (23.21)
3	Construction related manual not with VEC's	61 (52.14)	43 (76.79)
4	No. of VEC with proper up keep of Fund's records	59 (50.43)	10 (17.86)
5	No. of VEC without proper up keep of funds update	58 (49.57)	46 (82.14)
6	No. of VEC having accounts of school related construction work/items	25 (21.37)	4 (7.14)
	No. of VECs not having accounts	92 (78.63)	52 (92.86)

Source: Field Survey, SSA Programme, District Lakhimpur Kheri.

Findings and Suggestions:

- Steps need to be taken to ensure that VEC maintains proper records related to construction activities undertaken in schools.

6.10 Teaching Learning Materials (TLM)

Although there is a provision that all teachers should receive a fixed amount for developing, teaching and learning material. Our survey revealed that in less than one-third primary schools and less than half of the upper primary schools, the teachers received this amount. Table also revealed that a marginal proportion of 0.32 per cent in primary and 0.46 per cent in upper primary teachers received the TLM grant during the current financial year. What was even more disappointing was that in only one school had the TLM, material has been displayed in the classrooms and the teachers were also utilizing the same (see Table 6.10).

Table 6.10: Details about Teaching Learning Materials

Sl. No.	Gender	Primary School	Upper Primary School	Total
1	No. of Teachers/SM received TLM amount	37	26	63
2	Average	0.32	0.46	0.36
3	Training of Teachers regarding use of TLM	--	---	--
4	Display of TLM in Class rooms	1 (0.85)	1 (1.79)	2 (1.71)
5	Use of TLM by Student	1 (0.85)	1 (1.79)	2 (1.71)
	No. of Total school	117 (100.00)	56 (100.00)	173(100.00)

Source: Field Survey, SSA Programme, District Lakhimpur Kheri.

Findings and Suggestions:

- To ensure good quality of education development of TLM and its regular use has to be emphasized upon and the BSA must ensure that the TLM amount is received by all teachers.

6.11 Use of Teaching Learning Materials (TLM) by Teachers

Various TLM materials such as Maths and Sciences kits, etc. have been developed and provided to schools which the teachers are expected to make use of during delivery of lectures in their respective classrooms. During the course of our survey in only around 10 per cent primary and 16 per cent upper primary schools were teaching regularly using TLM material. The percentage of schools where it has been used often was 21 and 30 in primary and upper primary schools respectively. This therefore means that in two-third primary and slightly over half the upper primary schools the teaching and learning material has not been used properly. This is probably one reason why the quality of education is poor and learning level of children were found to be low (see Table 6.11).

Table 6.11: Use of TLM by the Teachers

Sl. No.	Particulars	Primary Schools	Upper Primary Schools	Total
1	Always	2 (10.26)	9 (16.07)	21 (12.14)
2	Often	25 (21.37)	17 (30.35)	42 (24.28)
3	Never	80 (68.38)	30 (53.57)	110 (63.58)
	Total	117 (100.00)	56 (100.00)	173 (100.00)

Source: Field Survey, SSA Programme, District Lakhimpur Kheri.

Findings and Suggestions:

- To ensure proper teaching and quality of education, it is mandatory that the TLM provided to all schools must be used effectively by all teachers.
- Regular checking by BSA or the ABSA would ensure proper use of TLM.

CHAPTER VII

CIVIL WORK

7.1 Construction of School Buildings

The construction work of new school buildings was under progress in 2 primary and 4 upper primary schools. As far as the progress of work is concerned, among 2 primary schools, the work is almost completed. Only finishing work is going on. In the case of upper primary schools out of 4 schools in one upper primary school work of construction is completed and finishing work is going on. In remaining 3 schools foundation level work has completed and walls have constructed upto door level (see Table 7.1).

Table 7.1: Construction of School Buildings

Sl. No.	Particulars	New Primary School	New Upper Primary School	Total
1	No. of schools building under Construction	2	4	6
2	Progress of Construction (No. 7)			
	a. Foundation level	--	--	--
	b. Up from doors level	--	3	3
	c. Completing roof	2	1	3
	Total no. of sample schools	2	4	6

Source: Field Survey, SSA Programme, District Lakhimpur Kheri.

Findings and Suggestions:

- There were 2 schools in primary and 4 in upper primary had to be constructed.
- In primary all two schools were completed and in upper primary one was completed while remaining 3 were in progress.

7.2 Construction of Additional Rooms

Table 7.2 provides the details of construction work of additional classrooms in the primary and upper primary schools. It reveals that the construction work of additional rooms in 6.84 per cent in primary and 14.27 per cent in upper primary schools was under construction during our visit. Among them one additional room was constructed in 7 schools in primary and 5 in upper primary schools while the construction of two additional rooms in one primary and 3 upper primary schools were constructed. Regarding the construction of kitchen in school is concerned, 14 primary and 23 upper primary schools were such where

kitchen work was under construction. Related to the progress of additional rooms in 8 primary schools, in two schools roof was completed and in 6 cases they have almost been completed. In the case of upper primary schools in 3 schools roof work has been completed and among 5 schools work almost finished. As far as kitchen construction work is concerned, only 2 schools in primary and 4 in upper primary has been completed and in remaining schools either the foundation was completed or upto roofing was in progress. The Headmaster and Teachers have been given the main responsibility of construction work in the schools. Around 82 per cent in primary and 76 per cent n upper primary schools the charge of construction was with the Headmasters. In 5 primary school and 6 upper primary schools Headmasters have the double charge of supervision for construction of additional rooms as well kitchen in the schools (see Table 7.2).

Table 7.2: Construction of Extra Rooms

Sl. No.	Particulars	Primary School	Upper Primary School
1	No of School under extra room construction	8 (6.84)	8 (14.29)
2	No of school one room constructed	7 (87.50)	5 (62.50)
3	No of school more than two room constructed	1 (12.50)	3 (37.50)
4	No. of school under construction of kitchen	14 (11.97)	23 (40.07)
5	<u>Progress of Extra rooms construction</u>		
	a. Foundation level	-	-
	b. Up from doors level	-	-
	c. Completing roof	2 (25.00)	3 (37.50)
	d. Final Stage	6 (75.00)	5 (62.50)
6	<u>Progress of Kitchen construction</u>		
	a. Foundation level	7 (50.00)	12 (52.17)
	b. Up from doors level	3 (21.43)	5 (21.74)
	c. Completing roof	2 (14.29)	2 (8.70)
	d. Final Stage	2 (14.29)	4 (17.39)
7.	<u>In charge of Construction Work</u>		
	a. Headmaster	14 (82.35)	19 (76.00)
	b. Teacher	3 (17.65)	6 (24.00)

Source: Field Survey, SSA Programme, District Lakhimpur Kheri.

Findings and Suggestions:

- Extra rooms were constructed in each primary and upper primary school and 14 and 23 kitchens have been constructed in primary and upper primary schools respectively.
- The progress was found satisfactory in the case of construction of additional classrooms in the schools.
- In the case of construction of kitchen work is concerned, only 14 per cent in primary and 17 per cent in upper primary schools work was finalized and in remaining the work was in progress.
- Mainly work of supervision was done by Headmaster (82 per cent) in primary and 76 per cent in upper primary schools.

7.3 Construction of Toilets and Installation of Hand Pump

The installation of hand pumps for providing drinking water facility to the students was undertaken in 2 primary and 4 upper primary schools. The funds were provided under the SSA programme. There was no new proposal in construction of installation of any hand pump in schools. In the case of toilet in the schools the target was 2 in primary and 4 in upper primary and the same was achieved. Fund was provided through SSA programme.

Table 7.3: Installation of Hand Pumps and Construction of Toilets

Sl. No.	Particulars	Primary School	Upper Primary Schools	Total
1	No. of New Schools under Installation of Hand Pumps for Drinking Water	2	4	6
2	Schemes of Hand Pumps Installation			
a.	Swajaldhara	--	--	--
b.	SSA	2	4	6
c.	Others	--	--	--
3	No. of Schools with proposed Hand Pumps	--	--	--
4	No. of Schools with under Construction of Toilets	2	4	6
5	Schemes for Toilets			
a.	TSS	--	--	--
b.	SSA	2	4	6
c.	Others	--	--	--
6	Proposed No. of Toilets in Schools	--	--	--

Source: Field Survey, SSA Programme, District Lakhimpur Kheri.

Findings and Suggestions:

- The target of construction of toilets and installation of hand pumps was achieved.
- In both cases funds were provided by SSA.
- No new proposal was under consideration.

7.4 Technical Supervision of Construction Work

In all the primary and upper primary schools and newly constructed primary and upper primary schools, the Junior Engineers were supervising the civil work. The supervision work by JE's was done at block, tehsils and district level. Mostly the civil work was supervised by JE's at block level. It was 75 per cent in the case of total primary and upper primary level and for newly constructed building the percentage was 67. At the tehsils level around 19 per cent for total primary and upper primary school and 17 per cent as in the case of newly constructed buildings. Remaining supervision is at the district level (see Table 7.4).

Table 7.4: Status of Technical Supervisor

Sl. No.	Particulars	Primary School	New Primary Schools	Upper Primary Schools	New Upper Primary School	Total PS & UPS	Total New PS & UPS
1	No. of schools in which JEs Supervising the Civil Work	8	2	8	4	16	6
2	JEs Supervising at different level:						
	a. Block level	6(75.00)	1(50.00)	6(75.00)	3(75.00)	12(75.00)	4(66.66)
	b. Tehsil level	1(12.50)	--	2(25.00)	1(25.00)	3(18.75)	1(16.67)
	c. District level	1(12.50)	1(50.00)	--	--	1(16.67)	1(16.67)
	Total no. of sample schools	117	2	56	4	173	6

Source: Field Survey, SSA Programme, District Lakhimpur Kheri.

Findings and Suggestions:

- All the schools where construction work was carried out supervised by Junior Engineers.
- In three-fourth cases JEs supervised their work at block level.

7.5 Inspection and Views about Construction Work

As we have discussed in Table 7.2 that Headmaster of Primary and Upper Primary Schools have supervised in 5 primary and 6 upper primary schools, where additional room and kitchen work both going simultaneously. Therefore, in all schools 100 per cent civil work was supervised by technical employee. A high proportion of 50 per cent schools consisting 47 per cent primary and 52 per cent upper primary schools, the inspection of civil work was carried out on time and in the case of newly constructed primary and upper primary level this percentage was 83. In 33 per cent cases inspection was done twice in total primary and upper primary schools. Further in only 1 newly constructed upper primary school the inspection was carried out two times. It was reported that the inspection work mainly done at the time of construction reaches upto door level (62 per cent primary and upper primary level and 67 per cent in newly constructed buildings). During the course of our survey the civil work was found satisfactory (83 per cent) and in the remaining schools the performance was found unsatisfactory because of slow construction work.

Findings and Suggestions:

- The JE's inspect their sites before survey mainly once about in 33 per cent cases they also visit twice in primary and upper primary schools.
- Inspection work was done mainly at the time when construction reaches upto door level.
- The quality of construction work was found satisfactory in most of the cases.

Table 7.5: Inspection and Views about Construction Work

Sl. No.	Particulars	Primary School	New Primary Schools	Upper Primary Schools	New Upper Primary School	Total PS & UPS	Total New PS & UPS
1	Inspection of construction work on spot by technical employee	17(100)	2(100.00)	25(100.00)	4(100.00)	42(100.00)	6(100.00)
2	<u>No of times inspections was done before survey</u>						
	a. One time	8(47.06)	2(100.00)	13(52.00)	3(75.00)	21(50.00)	5(83.33)
	b. Two time	6(35.29)	--	8(32.00)	1(25.00)	14(33.33)	1(16.67)
	c. Three and more time	3(17.65)	--	4(16.00)	--	7(16.67)	--
3	<u>Level of Inspection</u>						
	a. At the Foundation level	3(17.65)	--	6(24.00)	1(25.00)	9(21.43)	1(16.67)
	b. Up to doors level	10(58.82)	1(50.00)	16(64.00)	3(75.00)	26(61.90)	4(66.67)
	c. Linter level	4(23.53)	1(50.00)	3(12.00)	1(25.00)	7(16.67)	1(16.67)
	d. Other	--	--	--	--	--	--
4	<u>Views of investigators regarding construction work</u>						
	a. Good						
	b. Satisfactory	14(82.35)	2(100.00)	21(84.00)	3(75.00)	35(83.33)	--
	c. Unsatisfactory	3(17.65)	--	4(16.00)	1(25.00)	7(16.67)	1(16.67)
5	<u>Comments of investigator in condition of unsatisfactory construction work</u>						
	a. Low quality of building material	--	--	--	--	--	--
	b. Slow construction work	3(17.65)	--	4(16.00)	1(25.00)	7(16.67)	1(16.67)
	c. Lack of appropriate use of material	--	--	--	--	--	--

Source: Field Survey, SSA Programme, District Lakhimpur Kheri.

CHAPTER VIII

OTHER PROGRAMMES AND BRC/NPRC INPUT

8.1 Kasturba Gandhi Balika Vidyalaya (KGBV)

There were a total 11 Kasturba Gandhi Balika Vidyalaya sanctioned in the district. We have selected one KGBV out of 11. This selected KGBV is located in Sundarwal village of Phool Behar block of the district.

The details regarding staffing pattern is given in Table 8.1. The table provides that there were 9 positions in teaching and 6 in non-teaching staff were sanctioned in KGBV Sundarwal. Among 8 sanctioned teachers (full and part time) only 50 per cent were filled. In the case of cooks, out of 3 sanctioned positions only one was working although sweeper position was not sanctioned but it was filled. There were no position sanctioned in Assistant Accountant and Helper. The functioning of surveyed KGBV was found satisfactory (see Table 8.1).

Table-8.1: Teachers and Other Staff in KGBV, Sundarwal Village

S.I. No.	Designation		Sanctioned	In Position
1	Warden cum Teacher		1	1
2	Teachers	a. Full Time	4	2
		b. Part Time	4	2
3	Accountant		1	1
4	Assistant Account		-	-
5	Peon		1	1
6	Chaukidar		1	1
7	Cook		3	1
8	Others			
	Helper		-	-
	Sweeper		-	1

Source: Field Survey, SSA Programme, District Lakhimpur Kheri.

8.2 Social Category of Students in KGBV

As far as social category of students was concerned it was found that around 68 per cent belongs to Scheduled Castes category followed by 30 per cent OBC and general caste student was enrolled only one (2.5 per cent). There was no minority and Scheduled Tribes

student enrolled in KGBV. There were 40 girls enrolled in the Vidyalaya and at the time of survey 90 per cent were present (see Table 8.2).

Table- 8.2: Social Category of Students in KGBV

Sl. No.	Social Category	Number of Students Enrolled	No. of Students present on the day of visit
1	Schedule Caste	27 (100.00)	24 (88.89)
2	Schedule Tribe	--	--
3	OBC	12 (100.00)	11 (91.66)
4	Minorities	--	--
5	Other (General)	1 (100.00)	1 (100.00)
	Total	40 (100.00)	36 (90.00)

Source: Field Survey, SSA Programme, District Lakhimpur Kheri.

Findings and Suggestions

- Vacant position of teachers should be filled.
- Performance was found satisfactory in all respects.
- At the time of visit the attendance was found 90 per cent.

8.3 Residential Bridge Courses (RBC)

There were 2 Residential Bridge Courses (RBC) providing help to the students in the district. We have visited one Residential Bridge Course centre. This centre is running in Rehuwa village of Dhaurahara block. This centre is managed by 2 teachers, one chaukidar and one cook. The performance of the centre is found average. The attendance of the students is reported poor.

Table-8.3: Teachers and Other Staff in Sample

Sl. No.	Designation		Sanctioned	In Position
1	Warden cum Teacher		-	-
2	Teachers	a. Full Time	1	1
		b. Part Time	1	1
3	Accountant (Instructor)		-	-
4	Assistant		-	-
5	Peon		-	-
6	Chaukidar		1	1
7	Cook		1	1
8	Others:			
	Helper		-	-
	Sweeper		-	-

Source: Field Survey, SSA Programme, District Lakhimpur Kheri.

8.4 Social Category of Students in RBC

The caste-wise break-up is provided in the Table 8.4. The table revealed that around 50 per cent students belong to the SC category followed by OBC which were one-fourth of

the total. The minorities were only 10 per cent and general caste 12 per cent out of a total enrolment of 60 students. The presence of students at the time of visit was found 80 per cent. All enrolled students were boys.

Table-8.4: Social Category of Students in RBC

Sl. No.	Social Category	Number of Students	On the Day of Visit
1	Schedule Caste	32 (53.34)	28
2	Schedule Tribe	--	--
3	OBC	15 (25.00)	12
4	Minorities	6 (10.00)	3
5	Other (General)	7 (11.66)	5
	Total	60(100.00)	48 (80.00)

Source: Field Survey, SSA Programme, District Lakhimpur Kheri.

Findings and Suggestions

- There is a need to open more RBC in the district.
- It needed the vacant positions should be filled.

8.5 Non-Residential Bridge Courses

There were 40 non-residential bridge courses running in the district. Out of 40 we have selected two NBRCs for our survey work. Among them one was at permanent place and another was on temporary place. Both were established in the year 2008. The each centre was managed by one teacher and received the payment of Rs.2000/- per month. It was reported that the payment given to them was irregular. Both the centres were situated in Ishanagar block. One in a Kasba of this block and another one was in the Manjhri village (see Table 8.5)

Table 8.5: Teachers and other Staff in NRBC

Sl. No.	Particulars	NRBC
1	Total Number	40
2	<u>No. of sample centers:</u>	2
	a. Permanent Place	1
	b. Temporary Place	1
3	<u>Establishment Year:</u> 2008	Yes
4	No. of Teacher	2
5	Trained	-
6	Payment to Teacher (Rs.2000/month)	2
7	Regular Payment	No
8	Irregular Payment	2 (Yes)

Source: Field Survey, SSA Programme, District Lakhimpur Kheri.

8.5 Social Category of Students in NRBCs

There were 63 students enrolled in Kasba of Ishanagar block (I) and 25 in Manjhri village (II) out of these total enrolled children 50 per cent belongs to SC category followed by

OBC (32 per cent) in I NRBC. In case of II NRBC the percentage was 48 among SC followed by OBC (40 per cent). Minority and general category children were also enrolled. At time of the visit to these centres 52 per cent (I) and 56 per cent (II) children were present at the centre. We have discussed this low attendance problem with teachers and parents. Their views were that despite all efforts children were not attending schools. The performance was not found satisfactory in both the centres.

Table-8.6: Social Category of Students in NRBCs

St. No.	Social Category	Enrolled as on September 2008		Enrolled On the Team Visit	
		I	II	I	II
1	Schedule Castes	31 (49.21)	12 (48.00)	16	7
2	Schedule Tribes	--	--	--	--
3	Other Backward Castes	20 (31.75)	10 (40.00)	12	5
4	Minorities	7 (11.11)	2 (8.00)	3	1
5	Others (General)	5 (7.95)	1 (4.00)	2	1
	Total	63 (100.00)	25 (100.00)	33(52.38)	14(56.00)

Source: Field Survey, SSA Programme, District Lakhimpur Kheri.

Findings and Suggestions

- Payment of teachers should be regular so that their interest may increase to run these centres in a better way.
- Poor attendance which is around 50 per cent in both centres should be taken care seriously.

8.7 National Programme for Education of Girls at Elementary Level (NPEGEL)

There were 151 NPEGEL centres provided education to the girl children in the district. Out of these we have selected 8 centres for our survey. No grant was received during 2008-09. The total number of students enrolled in 8 centres were 348. Thus the average enrolment per NPEGEL accounted 43 children. All the facilities like free text books, games facilities were provided to the students. Cycle and machines were not found in working condition. The civil work to construct extra room was in progress in 3 model cluster schools. Among 2 schools drinking water and in one school toilet facilities was provided. No school was found electrified (see Table 8.7).

Table 8.7: Details of Sample NPEGEL Centres

Sl. No.	Particulars	No./Amount / Percentage
1	No. of Model cluster school Surveyed	8
2	No. of Model cluster schools received amount in financial year (2008-09)	0
3	Total Amount received	0
4	Amount Average per school	0
5	No. of model cluster school under civil work:	
	Extra Room	3
	Drinking Water	2
	Toilet	1
6	No of school with electrified	0
7	No. of school with CCE	2
8	No. of School teacher trained with gender sensitization	1
9	No. of school required amount for TLM, Library, Game, skill training	0
10	Total no. of Girls enrolled	348
11	Average per school	43
12	No. of school provided free text book to enrolled girls	8

Source: Field Survey, SSA Programme, District Lakhimpur Kheri.

Findings and Suggestions

- All the 8 model cluster schools have not received grant during 2008-09.
- Average enrolment of children was 43.
- The overall performance of 8 clusters were not found satisfactory.
- Committees should be formed to look into the matter so that performance level may be better.

8.8 Education Guarantee Scheme (EGS), AIE and Madarsas

Besides the primary and UPS being run by the Parishad our sample also included other centres as well such as EGS, AIE, NRBC, and Madarsa. A total of 13 such centres were visited during the field survey. Most of these centres are new and were established in the last two years. The Acharyas are being paid the same salary of Rs.2000/- per month in each centre and payment is regular except for two Madarsas and 2 AIE centres (See Table 8.8). The attendance level of these centres were not very high. They were between 55 to 60 per cent in the case of EGS and Madarsas and even lower in AIE (43 per cent).

Findings and Suggestions

- On the whole the performance of these centres is quite satisfactory but some effort need to be made to motivate children to be more regular.

Table 8.8: Madrasa and EGS/AIE Centres

Sl. No.	Particulars	EGS	AIE	NRBC	Madarsa	Total
1	Total no.	74	83	40	26	223
2	No of sample Centres	4	5	2	2	13
3	a. Permanent Place b. Temporary Place	3 1	3 2	1 1	2 --	9 4
4	Establishment Year a. 2003-04 b. 2004-05 c. 2005-06 d. 2006-07 e. 2007-08 f. 2008-09	-- -- 1 1 2 --	-- -- -- 1 2 4	-- -- -- -- 2 --	-- -- -- -- 2 4	-- -- 1 2 6 4
5	No of Acharya Trained	0	0	0	0	0
6	Payment to Acharya (Rs.3000/month) Payment to Acharya (Rs.1000/month)	-- 4	-- 5	-- 2	-- 2	-- 13
7	Regular Payment	4	3	2	--	9
8	Irregular payment	--	2	--	2	4
9	Enrolment: Boys Girls Total	64 60 124	120 147 267	-- -- --	60 55 116	-- -- --
10.	Actual Attendance on day of the visit: Boys Girls Total	40 32 72	67 88 155	-- -- --	34 29 63	-- -- --

Source: Field Survey, SSA Programme, District Lakhimpur Kheri.

8.9 Academic Input of BRC/NPRC Coordinators

Table 8.9 deals with the academic inputs provided by the coordinator in schools. The BRC coordinator made 240 visits in primary schools and 70 in upper primary schools. The average number of visits per month was calculated around 2 in both the schools. The visits by NPRC coordinator were 68 times and 300 times in primary and upper primary schools respectively. The average visits in both the schools were around 5 to 6 (see Table 8.9).

Table 8.9: Details of Academic Inputs provided by Coordinators

Sl. No.	Particulars	Primary School	Upper Primary School	Total
1	Visits of BRC Coordinator for Academic Input	240	104	344
2	No. of Times (Average) per month	2.05	1.86	1.99
3	Visits of NPRC Coordinator for Academic Input	668	300	968
4	No. of Times (Average) per Month	5.71	5.36	5.60
	Total Schools	117 (100.00)	56 (100.00)	173 (100.00)

Source: Field Survey, SSA Programme, District Lakhimpur Kheri.

8.10 Views of Investigators about General Conditions in Schools

Our research team had closely observed the security arrangements, hygiene, cleanliness and discipline among students at the time of survey in the primary and upper primary schools in the district. Their views are presented in Table 8.10. The overall situation was found satisfactory in all respects in both types of schools. Regarding the security arrangements around 74 per cent and 91 per cent primary and upper primary schools respectively have at least some security arrangement at the school level. Similar picture emerges with respect to cleanliness and discipline among students.

Table 8.10: Views of investigator regarding schools

Sl. No.	Particulars	Very Good	Good	Satisfactory	Bad	Total
1	Primary Schools					
	a. Security	3(2.56)	20(17.09)	63(53.85)	31(26.50)	117(100.00)
	b. Hygiene	2 (1.71)	15(12.82)	83(70.94)	17(14.53)	117(100.00)
	c. Cleanliness	1 (0.85)	14(11.97)	90(76.92)	12(10.26)	117(100.00)
	d. Discipline in students	4 (3.42)	16(13.68)	87(74.36)	10(8.55)	117(100.00)
2	Upper Primary Schools					
	a. Security	1(1.79)	11(19.64)	39(69.64)	5(8.93)	56(100.00)
	b. Hygiene	0(0.00)	10(17.86)	40(71.43)	6(10.71)	56(100.00)
	c. Cleanliness	1(1.79)	7(12.50)	45(80.36)	3(5.36)	56(100.00)
	d. Discipline in students	3(5.36)	8(14.29)	43(76.79)	2(3.57)	56(100.00)

Source: Field Survey, SSA Programme, District Lakhimpur Kheri.

Findings and Suggestions

- Overall the conditions were found satisfactory but there is scope of improvement.

Annexure I

List of Block-wise Sample of School/Centre

Block	Primary School	Upper Primary School	NPEGEL	AIE	EGS	NPRC	RBC	MM	KGBV
Mitali	Baibha								
	Sirsha								
	Madarpur								
	Dari								
	Nagra								
	Mohsinpur								
	Lalhuua II								
	Papriya Jealpur								
	Mohamdpur								
Nagar Kshetra	Bhui Purwanath II	Bhui Purwa Nath	Mahraj Nagar					(Nagar Kshetra)	
	Bhui Purwa Nath I	Mahrajnagar						Dargaj	
	C.L. Shahani (Nai Basti)							Islami	
	Batham Vaishya							Madarsa	
	Dharmshala								
	Kallu Mal								
	Mahrajnagar								
	Mishrana Ward								

New Primary Schools

Block 1. Lakhimpur
2. Phool Behar

Ghusiyana (Saidapur Devkali)
Mathura purwa

New Upper Primary Schools

Block 1. Ishanagar
2. Phool Behar
3. Mitali
4. Lakhimpur

Basahiya
Agrabuzurg
Madarpur
Ambharpur Baherwa